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I am submitting a dissertation written by Jason D. Robinson entitled “The Leadership Effect: Teacher Morale within Selected Schools in One Southeast Tennessee System.” I have examined the final electronic copy of this dissertation and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education with a major in Learning and Leadership.

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THE LEADERSHIP EFFECT: TEACHER MORALE
WITHIN SELECTED SCHOOLS IN ONE SOUTHEAST TENNESSEE SYSTEM

A Dissertation
Presented for the
Doctor of Education Degree
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Jason D. Robinson

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DEDICATION

This project is dedicated to the love of my life, my beautiful wife, Faith. Thank you for always loving me, supporting me, and encouraging me every step of the way. Also, thank you for walking with me as we pursue God's plan for our lives. Each day with you is a blessing and I thank God for bringing you into my life. I love you. You are truly a Proverbs 31 wife.

Proverbs 31: 28 – 30

Her children rise up and bless her;

Her husband also, and he praises her, saying:

“Many daughters have done nobly, but you excel them all.”

Charm is deceitful and beauty is vain,

But a woman who fears the LORD, shall be praised.

I also want to dedicate this research to our two beautiful children, Noah and Maddie. I am so proud of you both and look forward to seeing all that God has for your lives. His plan for both of you is awesome! Your hugs, notes of encouragement, and the many pictures you have drawn for me are priceless. Daddy loves you!

Psalm 127:3

Children are a heritage from the Lord, and the fruit of the womb is His reward.

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Jeremiah 29:11-13

For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future. Then you will call upon me and come and pray to me, and I will listen to you. You will seek me and find me when you seek me with all your heart.

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To the teachers and administrators who have played a part in this research – Thank you.

To my doctoral cohort – It has been an honor. Shuran and Hood...It's time to write some books.

To the leaders of tomorrow – Always strive for excellence, lead with passion, and hold on to your faith and a good conscience.

***“In matters of fashion, swim with the current. In matters of conscience, stand like a rock.”
-Thomas Jefferson***

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Abstract

The purpose of this descriptive study was to examine teacher morale and leadership practices as perceived within elementary and middle school teachers and between elementary and middle school teachers within one southeast Tennessee system. The literature presents various theories of leadership, and how individuals who practice those theories impact teacher morale, ultimately affecting teacher job satisfaction and attrition rates. Through information obtained from interviews and survey data, the researcher compared the similarities and differences that existed between teachers at the elementary and middle school levels as these pertained to morale and leadership. All teachers participating in this study completed the *Purdue Teacher Opinionnaire* (PTO) (Bentley & Rempel, 1980) to provide the researcher insight into teacher morale and the effect that leadership practices have on teachers. In addition, this study included interviews with a representative sample of teachers in the five elementary schools and one middle school involved in this research. The teachers were interviewed to gain their perceptions of morale, job satisfaction, and the various leadership practices that have enhanced or diminished their personal levels of workplace satisfaction. The overall goal of the study was to gain a greater understanding of the factors and leadership practices that build and enhance levels of teacher morale and job satisfaction.

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CHAPTER ONE

OVERVIEW OF THE STUDY

Introduction

For many years, the teaching profession has suffered from teacher attrition as large numbers of educators have left this vocation for other fields. While many factors impact the high teacher turnover rate, previous research (Borman & Dowling, 2008; Stockard & Lehman, 2004) has suggested that there is a direct link between teacher job satisfaction and teacher attrition. Studies (Cagampang, Garms, Greenspan, & Guthrie, 1985; Darling-Hammond, 1984) have found that as many as fifty percent of teachers leave the profession within any seven year period, and Ingersoll and Smith (2003) found that up to half of all new teachers depart after only five years in the classroom. Even more alarming, Fideler and Haselkorn (1999) discovered that one out of ten new teachers leaves the profession before the end of their first year in the classroom. These statistics become even more alarming when one considers the impact that teacher attrition may have on the world of education, effects that include "...low morale, increased costs, and lower levels of effectiveness" (Stockard & Lehman, 2004, p. 742). If nothing is done to improve the teacher turnover rate in schools, the revolving door will continue to present severe challenges in educational settings.

One must question the causes for the high numbers of teachers pursuing other careers. Why must one do this? In recent years, much research (Bogler, 2001; Butt & Lance, 2005; Crossman & Harris, 2006; De Nobile & McCormick, 2008; Evans, 2001) has been conducted on teacher job satisfaction. Being satisfied with one's job as an educator contributes not only to teacher morale and excitement in the classroom, but may also impact student learning (Jordan,

1986; Sweetland & Hoy, 2000). In situations where the morale of teachers is high and the school's environment is healthy, student morale and achievement are affected positively (Sweetland & Hoy, 2000; Young, 1998). While some literature found that teachers in general are pleased with their jobs (Mertler, 2001), other studies identified a direct link between teacher job satisfaction and teacher attrition (Borman & Dowling, 2008; Perie, Baker, & Whitener, 1997; Stockard & Lehman, 2004). If a connection does in fact exist between teacher attrition and job satisfaction, and attrition is seen as a serious problem, then a question emerges: How can the morale of educators be improved? While there may be many avenues to support improvement of teacher morale, one clearly identified area revolves around the leadership within a school.

Evidence suggests that leadership directly impacts morale, particularly because the style of a leader affects job satisfaction of teachers (Bogler, 2001; Lipham, 1981; Rhodes, Nevill, & Allan, 2004). For example, leaders who incorporate positive reinforcement strategies often increase the levels of teacher job satisfaction (Blase & Blase, 1994; Blase & Blase, 2002; Evans, 1997; Wahlstrom & Louis, 2008; Whaley, 1994). It was the intent of this descriptive study to address questions surrounding teacher morale and the impact that leadership may have on morale and satisfaction levels. It seems probable that if the morale of teachers is increased through effective leadership practices, job satisfaction and attrition rates should improve as well.

Statement of the Problem

Previous studies (Blase & Blase, 2002; Bogler, 2001; Butt & Lance, 2005; Crossman & Harris, 2006) have attempted to highlight factors related to teacher job satisfaction. Additionally, numerous studies (Borman & Dowling, 2008; Perie, Baker, & Whitener, 1997; Stockard & Lehman, 2004) have concentrated on the question of whether connections exist between teacher

job satisfaction and teacher attrition. The majority of the studies addressed samples that could be generalized to academic levels kindergarten through eighth grade in traditional public school settings. However, very few studies (Kearney, 2008) have specifically explored the similarities and differences that may exist between elementary and middle school teachers in regard to morale and leadership styles. As a result, the purpose of this descriptive study was to examine teacher morale and leadership practices as perceived within elementary and middle school teachers and between elementary and middle school teachers in one southeast Tennessee system. Data were collected from teachers at five elementary schools and one middle school in southeast Tennessee. The *Purdue Teacher Opinionnaire* (Bentley & Rempel, 1980) provided survey data regarding teacher morale and related interview questions afforded specific teacher comments and feedback.

Research Questions

Questions considered in this study were:

1. What factors are held in common between elementary school teachers regarding morale and satisfaction?
2. What factors are held in common between middle school teachers regarding morale and satisfaction?
3. What leadership qualities do teachers believe affect their individual levels of morale and satisfaction in a positive manner?
4. What leadership qualities do teachers believe affects their individual levels of morale and satisfaction in a negative manner?

5. Do higher or lower levels of morale and satisfaction exist in certain schools? If so, what type of leadership style is practiced by the administrator?

Significance of the Study

The study was intended to discover and probe the various factors and leadership practices that directly impacted the morale and satisfaction levels of teachers. Additionally, by identifying the various factors that influenced teacher morale from a variety of schools and grade levels, this research could be used by school leaders to make the changes needed to positively affect teacher morale. Understanding the similarities and differences that exist among teachers can allow the educational community to provide opportunities for professional development and support, thereby attempting to improve those factors that directly affect teacher morale and job satisfaction levels.

Study Scope

This descriptive study incorporated both a survey and an interview instrument. Teachers from five elementary schools and one middle school in a southeast Tennessee system participated in the study. The research concentrated on factors that influenced teacher morale and leadership's role in relation to those factors.

Definition of Terms

Elementary Schools – A school usually consisting of grades K-5.

Feeder School – A school within an area or a system from which students go on to study at a particular school typically in that same area or system.

Job Satisfaction – "...a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (Locke, 1976, p.1300).

Leadership – "... the art of motivating a group of people to act towards achieving a common goal. Put even more simply, the leader is the inspiration and director of the action. He or she is the person in the group that possesses the combination of personality and skills that make others want to follow his or her direction" (Retrieved December 2, 2009, from <http://sbinfocanada.about.com/od/leadership/g/leadership.htm>)

Middle School – A school usually consisting of grades 6-8 and typically organized into teams of teachers responsible for certain content areas.

Mixed-Methods Research – "The class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (Johnson & Onwuegbuzie, 2004, p.17).

Morale – A feeling, state of mind, a mental attitude, and an emotional attitude (Mendel, 1987).

Principal – The lead administrator of a school.

Teacher – An individual who possesses the credential required to instruct students.

Methodological Assumptions

Levels of morale and satisfaction in the workplace are individually held assumptions. Thus each response, whether to the PTO or to the interview questions, was based on the perceptions of the individual teacher from whom the response was obtained. For the purpose of this study, data were collected through teacher interviews and surveys distributed to elementary and middle school teachers in selected schools in a southeast Tennessee public school system.

Overview of Delimitations and Limitations

It was clear to this researcher that several factors could introduce potential reliability and validity issues which would limit the generalizability of the findings. Those factors included

sample size, problems associated with the participant selection schemes (for a complete description see Chapter Three of this paper), troublesome issues associated with assessing attitudes, and the vast array of professional literature which has addressed the topic of teacher morale.

There is no shortage of professional literature about the various issues confronting educational leaders from 2006 to the present. This researcher's search of peer reviewed scientific articles published since 2006 on educational leadership yielded several thousand selections. Clearly, there are many research studies competing for the discipline's attention and this researcher's consideration. As a result, it was necessary to make calculated choices from pertinent available information. The sheer volume of information related to this topic was significant and an indication of the importance of teacher morale in the current literature about the education profession. In the majority of studies, the effect school leadership had on teacher morale and job satisfaction was an important factor. Consequently, the researcher has incorporated much of this information as a part of the context surrounding this study.

Delimitations of the Study

Responses in the study were delimited to those obtained from the teachers in one public school system in southeast Tennessee. Specifically, the data were collected from five elementary schools and one middle school in that county. All data were self-reported and collected from teacher responses to a survey and interview instrument. In addition, while the middle school included in this study has a larger faculty, more administrators, and a different structure than the elementary schools, the study is delimited in scope by the fact that only one middle school was included. The study is also delimited by the use of the items on the Purdue Teacher Opinionnaire.

That is, the survey formed the structure of the questions that were asked, additional items were not readily brought into play.

Limitations of the Study

The findings in the study were limited for the following reasons:

1. Data collected were representative of one county in southeast Tennessee.
2. Data collected were time bound and may have been susceptible to problems in self-reported data related to teacher morale and satisfaction at the time of the interviews and completion of the survey.
3. The gender of the participants involved in the study was reflective of the gender distribution in the schools and system included.
4. Surveys were distributed to teachers in five elementary schools and one middle school in one southeast Tennessee system. Interviews were conducted in five elementary schools and one middle school. Therefore, it was a relatively small sample which may have been characteristic of this system and this region.
5. The collection and compilation were conducted by a teacher employed in a middle school in the school system. However, to avoid bias, that individual was not actively involved in the collection of the quantitative or qualitative data used in this study and did not interact with study participants once the purpose of the study had been presented.
6. The interview portion of the study was conducted by an education professional who was unfamiliar with the study and was not acquainted with any teachers participating in this research. However, this individual was trained by the researcher in specific procedures to be used for these interviews.

Organization of the Study

Chapter 1 provides an introduction to the study, statement of the problem, research questions, significance/importance of the study, study scope, definition of terms, methodological assumptions, and delimitations and limitations of the study. Chapter 2 presents a review of the literature related to theories of motivation, leadership and leadership styles, teacher morale and job satisfaction, and teacher attrition. Chapter 3 outlines the methodology used in the study. Chapter 4 offers analyses of the data. In Chapter 5, a summary, conclusion, and recommendations are presented.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The research on motivational theories, leadership, leadership styles, teacher morale and satisfaction, and attrition provides a body of information through which one may interpret how each impacts an educator's perceptions of his or her work setting. In today's accountability driven society, a great burden has been placed on schools to excel. With the inception of the No Child Left Behind Act (NCLB) of 2001, the Individuals with Disabilities Education Act (IDEA) of 1997, the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, Section 504 of the Rehabilitation Act (1973), and continually revised state and national standards, teachers and administrators have often been overwhelmed by additional pressures to perform (Valli & Buese, 2007). The morale of educators has also been negatively affected by expectations placed on them by governmental mandates (Finnigan & Gross, 2007; Olsen & Sexton, 2008).

The effectiveness of schools, both academically and socially, has often been increased by improving morale and satisfaction among teachers (Finnigan & Gross, 2007; Kalis, 1980). In numerous studies (e.g., Bogler, 2001), when the morale of teachers has been high, job satisfaction increased and the overall environment of the school has been affected in a positive way. Teacher job satisfaction may not only impact a school's environment, but a relationship may also exist between job satisfaction and student achievement (Bogler, 2001; Jordan, 1986). Additionally, the self-esteem of students could be impacted. For example, Peck, Fox, and Morston (1977) stated, "Teachers with strong positive attitudes about teaching had students

whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance” (as cited in Bishay, 1996, p. 147).

Levels of morale and satisfaction have been impacted by a teacher’s feelings about the workplace (Evans, 1997). According to John Maxwell (2002a), “To work well with others, it helps to know what motivations make them tick” (p. 790). Therefore, it has become imperative that leaders understand the needs of their teachers and do all they can to positively impact satisfaction among faculty members. “The principal is not only responsible for self-motivation, but more importantly, is held accountable for the motivation of the school staff and even students” (Thompson, 1996, p. 3).

Magoon and Linkous (1979) stated:

His or her actions, the quality of the decisions, and the perceptions of associates regarding overall behavior will determine staff morale. Important as teacher morale is, many administrators do not give enough attention to the role it plays in achieving excellence in education. High morale does not just happen in the course of daily events. There is no do-it-yourself kit for building morale. It must be developed, cultivated, and maintained by open, sharing, and creative principals (p. 26).

At one time, the principal’s main job description was that of manager (Smith & Andrews, 1989). Many leaders did their best to “...monitor instruction and oversee faculty development but delegated other academic leadership responsibilities to teachers, subordinate administrators or district-level leaders in curriculum and instruction” (Ervay, 2006, p. 79). However, today’s school leaders must also possess strength in areas such as curriculum and public relations (Blase & Blase, 1999; McGough, 2003). Principals must now be instructional leaders (Cross & Rice, 2000; Reitzug, West, & Angel, 2008). According to Cotton (2003), the achievement of students has been positively impacted by principals who were involved in the school’s instructional programs.

In addition to relational and curricular tasks, principals must also perform a wide array of other duties (Grubb & Flessa, 2006). The expectations of school leaders are often overwhelming. In addition to upholding the managerial and instructional expectations previously mentioned, leaders must also maintain high levels of staff morale, not an easy task. One must question, then: What actions could school leaders take to increase levels of job satisfaction among faculty members? What conditions could improve the overall environment of the workplace for both teachers and students?

Motivational Theories

In order to meet the needs of teachers and increase job satisfaction levels, various theories of motivation should be examined. A discussion of theories and models of motivation provides a great amount of support and understanding of the various environments that are prevalent in educational settings and how those environments impact, either positively or negatively, the job satisfaction levels of teachers. While more contemporary explanations of motivation may exist, a foundational approach to examining motivational theory is presented.

Two Factor Theory

Frederick Herzberg's *Two Factor Theory* (1966) is a motivational theory that challenged the prevailing thought in the late 1950's and early 1960's that salary played the most important role in the motivation of workers. Herzberg acknowledged that salary motivates workers. However, he also believed additional extrinsic factors must be considered (DuFour, 1986). His theory involves a two-step approach to understanding motivation and job satisfaction.

The first step involves what Herzberg described as Hygiene. This stage in the model addresses the need for organizations (individuals) to avoid unpleasant situations at work. Under

hygiene, one might find factors such as working conditions at school, leadership, wages, security, and relationships with other teachers. If left unaddressed, Herzberg believed the factors “...could lead to worker dissatisfaction and ultimately to substandard performance” (Dufour, 1986, p. 33).

The second stage in the model was described as Motivators. Motivators are what Herzberg believed allow employees to go above and beyond in their commitment to the organization. This stage stated that when the needs of teachers are met, job satisfaction was high and the pursuit of excellence in the workplace could be observed. Motivators might be described as advancement opportunities for leadership, status in the community and school, professional recognition, challenges in the workplace, personal and professional growth, and additional responsibilities given to the teacher (Herzberg, 1966).

Herzberg’s theory provided an opportunity for principals to examine the relationship that existed between teacher satisfaction and dissatisfaction. When hygiene needs were met, dissatisfaction was low. However, “...intrinsic motivators derived from work itself provide the greatest potential for increased performance” (Lehman, 1989, p. 76). Motivators, as described by Herzberg, have been found to increase levels of teacher morale and satisfaction (Dufour, 1986; Lehman, 1989; Magoon & Linkous, 1979).

In 1967, Sergiovanni conducted a similar study to Herzberg (1966) that specifically examined the motivational needs of teachers. The research findings suggested that teachers were not highly motivated by advancement opportunities to roles such as principalships or curriculum supervisors. Instead, Sergiovanni’s (1967) study found professional recognition, additional

responsibilities, and the love of the profession were examples of effective motivators for teachers.

Hierarchy of Needs

Abraham Maslow's *Hierarchy of Needs* (1943) provided a second model by which one could examine the motivational needs of teachers. Maslow's model was best represented through the use of a pyramid that contained several levels that include physiological needs, security needs, belonging needs, esteem needs, and self-actualization needs. The levels of the model targeted the desire for individuals to be rewarded. The sought after rewards were based upon the various stages in one's life.

According to Maslow's (1943) theory, the lower level needs of individuals must be met before they can be "fully functioning" (Simons, 1987). An individual's need for basic necessities such as food and shelter encompassed the base of the pyramid (physiological). When examining the applicability of the model to the teaching profession, one might conclude that teachers may not be effective in the classroom if their most basic needs have not been met: What professional can be effective in the classroom if their need for food and shelter were not provided for?

The second level of Maslow's hierarchical model involved the issue of safety. In the school environment, this level may include protection against frivolous lawsuits, irrational students, irate parents, or unemployment. The need for teachers to feel safe must be met in order for high levels of satisfaction and motivation to occur in the workplace.

The third tier of the model addressed the need for individuals to feel a sense of belonging or acceptance. Teachers often participate in various committees and organizations in an educational setting that includes departmental committees, grade level teams, school

improvement committees, textbook adoption panels, and teacher associations. Each peer group provided a specific type of support and encouragement to the professional. According to Maslow, this sense of belonging fulfilled the need for acceptance.

The fourth level of Maslow's model involved an individual's desire for recognition and praise for excellent performance. When examining this stage in the pyramid, one must question whether morale issues in schools could be addressed by improving the quality of teacher recognition.

The pinnacle level of Maslow's hierarchy was described as self-actualization. At this level of the model, questions arose such as:

- Are teachers truly satisfied with the choices they have made in life?
- How do teachers feel about themselves?
- Do teachers feel successful in the workplace?

The model presented by Maslow provided valuable opportunities for school leaders to assess the needs of the teachers. When the needs of teachers have been met, workplace satisfaction was higher (Evans, 2001) and ultimately students were affected (Washington & Watson, 1976).

Equity Theory

Equity Theory (Adams, 1963) addressed motivation differently than the previous theories. According to Adams, workers seek to maintain equilibrium between being overly rewarded and under rewarded. In a working relationship, the Equity Theory strived to assure that the contributions and benefits of each person involved were fair and balanced. Although the contributions and benefits of each individual may not be the same (salary, benefits, etc.), they

should be balanced according to job expectations and requirements (Adams, 1963). Examples of worker contributions may include factors such as effort, loyalty, hard work, commitment, skill, enthusiasm, and support of administration (Accel-Team, 2007). According to Adams's theory (1963), workers must feel a sense of balance between individual contributions and benefits received. Those benefits included items such as salary, professional recognition, job security, praise, and advancement opportunities (Accel-Team, 2007).

In the school environment, teachers who found a fair and balanced relationship between contributions and benefits maintained high levels of job satisfaction. When teachers felt as if they were appreciated for their hard work, morale was high (Blase & Kirby, 1992; Ellenburg, 1972; Mertens & Yarger, 1988; Reep & Greer, 1992). However, while teachers desired to be recognized for a job well done, salary did not seem to be a defining element in determining teacher morale (Weiss, 1999), as Adams's theory would indicate.

Hawthorne Effect

The Hawthorne Effect (regarded by some as a phenomenon), originally identified by Harvard professor, Elton Mayo, described how the productivity of workers may increase when praise and recognition occur. The research, conducted at the Hawthorne Plant of the Western Electric Company in Illinois, focused on the productivity of workers and set the stage for additional research on worker morale, leadership style, and job satisfaction (Pierce & Newstrom, 2006). At the onset of the Hawthorne study, researchers attempted to gather data to determine the influence environmental factors (lighting) had on productivity in the workplace. After five years of study, the researchers concluded that worker productivity is not dependent upon the physical

conditions of the workplace. Instead, factors such as attention and praise from superiors positively impacted productivity in the plant.

The study contributed to a greater understanding of worker motivation by concluding several ideas. The first was that individuals thrived in an atmosphere that provided recognition, security, and a sense of belonging. When the three existed, morale and productivity were at the highest levels. The findings of the study also helped leaders recognize that when workers had the opportunity to collaborate with others, workplace tension was low. When tension was low, cohesiveness existed among the workforce. The Hawthorne study determined that the social needs of an adult were often fulfilled in the work environment. The need for social acceptance may often give way to peer pressure. Pressure from informal groups in the workplace often defined an individual's work ethic and attitude (Accel-Team, 2007; Harvard Business School, 2007).

Just as the environment of the Hawthorne plant played a vital role in the motivation of employees, the overall environment of a school plays an important role in teacher motivation and commitment (Crossman & Harris, 2006; Riehl & Sipple, 1996). "Teachers' levels of satisfaction with key organizational characteristics such as class size, school leadership and culture, and teacher autonomy and discretion, were highly related to perceived morale" (Swars, Meyers, Mays, & Lack, 2009).

Theory X and Y

Douglas McGregor's *The Human Side of Enterprise* (1960) provided a framework commonly used in the areas of management and motivation. "McGregor labeled managers who show their negative beliefs about people "Theory X" managers, and those who had generally

positive feelings about the nature of human beings “Theory Y” managers” (Mattaliano, 1982, p. 37). According to McGregor, most leaders lean towards the use of Theory X, which might be considered authoritarian in nature. Theory Y is best described as a participatory approach to leadership. McGregor’s theories presented two extreme forms of management.

Theory X leaders believed that people do not like to work and, therefore, employees will do anything they can to avoid it. Because of this, X leaders believed that individuals must be controlled by management. Otherwise, their work would be ineffective. This form of leadership did not place trust in the workforce. As a matter of fact, X leaders believed working individuals were not intelligent enough to make decisions. Therefore, all decisions must be made by those in control. Leaders that fell under this category of management believed that people did not embrace change and would do all they could to avoid it (Internet Center for Management and Business Administration, Inc., 2007).

Theory Y leaders, on the other hand, assumed that control was not the only way to ensure that individuals worked effectively. Instead, this theory supported the belief that people would be self-motivated if they “buy-in” to the specific goals and mission of the organization. Theory Y leaders believed in imagination, creativity, and originality. Y leaders believed people enjoyed working and had the ability to direct themselves if they were committed to the organization. As long as workers were praised or rewarded, they would assume extra responsibilities without hesitation.

As it pertained to the school setting, Theory X administrators embraced an authoritarian form of management which afforded teachers no opportunities for input into decision making. Theory Y leaders provided teachers with opportunities for collaborative decision making. When

teachers were involved in decision making processes, morale was high (Conley, 1991; Ives, 1993; York-Barr & Duke, 2004). However, when leaders exhibited authoritarian forms of management, morale was low (Blase & Blase, 2002; Tschannen-Moran, 2009).

ERG Theory

Clayton Alderfer developed the ERG Theory (1969) to expand upon Abraham Maslow's Hierarchy of Needs (1943). ERG Theory focused on the needs of humans and how those needs impacted worker productivity. Alderfer's theory (1969) highlighted three specific needs that included existence needs, relatedness needs, and growth needs. Existence needs include the most basic of human needs, such as food and shelter. Relatedness needs involved relationships with family, friends, and coworkers. The final need described by Alderfer involved a desire for creativity and imagination (Internet Center for Management and Business Administration, Inc., 2007; Value Based Management, 2008).

The needs described by Alderfer (1969) exist in educational settings everywhere. Teacher morale and job satisfaction are affected by the need for relationships with fellow faculty members (Crossman & Harris, 2006; Evans, 2001; Swars, Meyers, Mays, & Lack, 2009). Being supported and respected by fellow teachers is a very important aspect of maintaining morale and job satisfaction (Crossman & Harris, 2006). In addition to relationships and camaraderie, teachers also desire to have the freedom to pursue creativity in the classroom setting (Henkin & Holliman, 2008).

Theory of Needs

The final theory to be presented is David McClelland's *Theory of Needs* (1961). McClelland believed that a person's life experiences played instrumental roles in determining the

needs of an individual and that these needs were developed over time. The theory's foundation is rooted in a belief that specific needs focused on three general areas that included achievement, affiliation, and power. Achievement highlighted the need for individuals who have a need to excel to be given challenging opportunities to perform reachable goals. Affiliation recognized the need for workers to be employed in environments that were cooperative in nature, providing camaraderie with fellow employees. Power focused on the need for employees to advance to supervisory positions if they so desired.

McClelland's theory provided an opportunity for school administrators to meet the individual needs of personnel. When the needs of teachers have been met, workplace satisfaction increases (Koustelios & Tsigilis, 2005). Some teachers possess a strong desire to achieve goals. When teachers have been provided with opportunities for achievement, motivation is high (Finnigan & Gross, 2007). McClelland (1961), like Alderfer (1969), felt that individuals are often motivated by camaraderie. Feeling a sense of belongingness is a need some teachers possess. When their relational needs are met, morale is positively affected (Evans, 2001). Opportunities for advancement motivate and challenge some individuals. Teacher satisfaction levels have been linked to opportunities for acknowledgement, opportunities, and career advancement (Stotko, Ingram, & Beaty-O'Ferrall, 2007; York-Barr & Duke, 2004).

The foundational theories of motivation that have been presented provide an opportunity for educational leaders to examine more closely the motivational needs of teachers. "Understanding and applying the concepts of motivation theory are complex tasks. However, with this insight, administrators can help teachers become more effective, more fulfilled instructors" (Lehman, 1989, p. 76).

Overall, motivation, whether intrinsic or extrinsic, is that term used to describe behavior which may be rooted either in basic needs or in less-apparent but equally significant factors. In spite of the vast body of research related to motivational theories, the subject remains difficult to define or understand because it is based on individual perceptions. For the purposes of this study, those theories most relevant are Maslow's Hierachy of Needs and McGregor's Theory X and Y (Maslow, 1943; McGregor, 1960).

Leadership

The influence that leadership has on teacher morale is significant (Blase, 1987; Slater, 2008; Washington & Watson, 1976). Literature has created a link between effective school leadership and items such as teacher morale, school climate, and organizational performance (Blase, 1987). In order to examine the importance leadership has on teacher morale and satisfaction, a general review of the subject is presented.

Many definitions have attempted to define the various roles and expectations that are placed on leaders. "There are almost as many definitions of leadership as there are persons who have attempted to define the concept" (Stogdill, 1974, p.7). Well-known leadership expert, John Maxwell, stated in his *21 Irrefutable Laws of Leadership*, "Leadership is influence-nothing more, nothing less" (p. 61). Gardner (1995) noted that leadership has "...the ability to influence – either directly or indirectly – the behavior, thoughts, and actions of a significant number of individuals" (p. ix). According to Hersey and Blanchard (1982), leadership is "...the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (p. 83).

If leadership is determined simply by influence, one must assume leadership to be an action rather than a position. Gorton and Snowden (1998) state, “It is not the position that determines whether someone is a leader; it is the nature of that individual’s behavior occupying that position” (p. 65). Meyer and Slechta (2002) determined attributes such as loyalty and trust to be fundamental reasons for success. According to the authors, highly effective leaders possess integrity, have caring hearts, and understand the importance of giving. Others have found effective leaders to be individuals that possess a wide variety of attributes.

House and Podsakoff (1994) focused on ten behaviors that effective leaders possess. According to the authors, effective leaders should first understand the importance of building a positive image in the minds of others. In order to do this, they must attempt to portray themselves as leaders that are moral, effective, and competent to accomplish the desired goals of the organization. Another behavior that should be exhibited by leaders is an attempt to motivate the workforce. When this happens, organizational goals can be accomplished more easily. House and Podsakoff (1994) felt that leaders must be able to communicate effectively and instill confidence in followers. This can often be done by providing ceremonies that celebrate accomplishments. The authors believed leaders should also be visionaries. They must communicate the vision of an organization successfully so that followers grasp hold of the potential for a better future. Workers follow leaders who are passionate and possess morale character. Thus, House and Podsakoff (1994) stated that effective leaders must do all they can to exhibit positive attributes that others wish to imitate. Finally, leaders should always represent the organization well, modeling integrity and a continual pursuit of excellence.

Stephen Covey (1991), in his book *Principle-Centered Leadership*, also outlined characteristics that successful leaders possess: "...traits that not only characterize effective leaders, they also serve as signs of progress for all of us" (p.33). According to Covey, effective leaders should be learners. They attempt to gain as much knowledge as possible by reading books, participating in professional development opportunities, enrolling in classes, and listening to others. Leaders also understand the importance of being principle-centered and serving others. By doing this, a positive impression is given to which others are drawn. Covey (1991) described principle-centered leaders as those that are cheerful, pleasant and optimistic. They believe in others and realize that one's past behaviors do not determine future potential. Leaders should not overreact to negative behaviors, criticism, or human weaknesses. Instead, they must realize that behavior and potential are two different things. According to the author (Covey, 1991), principle-centered leaders are balanced in life and participate in activities that strengthen each area of their personality through aerobic exercise, weight training, Bible study, church services, reading, writing, problem solving, and charity work. They feel grateful for their blessings and forgive and forget the offenses of others. Covey (1991) describes effective leaders as synergistic. According to the author, they realize there is more power in the whole group than there is in the individual.

In addition to the general examination of leadership qualities presented by House and Podsakoff (1994) and Covey (1991), additional studies (Fullan, 1997; McEwan, 2003; Sergiovanni, 2001; Whitaker, 2003) suggested that school leaders should possess attributes that include a vision for the future, excellent communication skills, strong instructional skills, and the ability to establish strong relationships. The skills, when applied by a principal, positively impacted the school environment. Effective school leaders possess a vision for the future and

strive to achieve excellence in their schools. “Future vision is a comprehensive picture of how an organization will look at some point in the future, including how it will be positioned in its environment and how it will function internally” (Manasse, 1986, p. 157).

Effective leaders consistently envisioned success, while those that were ineffective developed excuses for not achieving high levels of progress (McEwan, 2003). In order to pass the vision to others, school leaders must be passionate about their vision for the future.

Vision is everything for a leader. It is utterly indispensable. Why? Because vision leads the leader. It paints the target. It sparks and fuels the fire within, and draws him forward. It is also the fire lighter for others who follow that leader. Show me a leader without vision, and I’ll show you someone who isn’t going anywhere. At best, he is traveling in circles (Maxwell, 2002b, p.53).

School leaders should also be able to communicate well. Principals should provide ample opportunities for input by the entire educational community (Bolman & Deal, 2002). Effective leaders are not threatened by feedback. In fact, they view it as an opportunity for growth. In addition to verbal communication, it is also very important for principals to possess communication skills in the areas of writing, reading, listening, and speaking (McEwan, 2003). Each day, principals must communicate with students, parents, teachers, and community members. Therefore, it is vital that leaders practice exceptional communication skills.

Communication acts as a leader’s “keyless entry” into relationships. It can open the mind of an employer, the wallet of investors, and the hearts of loved ones. Talented communicators seem magical when they weave their words together. However, much like the concept of keyless entry, great communication depends on two simple skills – context and delivery. Context attunes a leader to the same frequency as his or her audience. Delivery allows a leader to phrase messages in a language the audience can understand (Maxwell, 2008, p.1).

In order to be effective, principals should be instructional leaders (Cross & Rice, 2000; Reitzug, West, & Angel, 2008). Over time, when principals were actively involved in the

instructional development of a school, student achievement was positively affected (Cotton, 2003; Hallinger & Heck, 2000). According to Andrews and Soder (1987), effective instructional leaders provided necessary resources for teachers, became instructional resources themselves, communicated effectively, and were visible throughout the school environment. In addition to involving themselves with the instructional make-up of the school, effective leaders should also assist faculty members in becoming more effective teachers through professional development opportunities (McEwan, 2003; Whitaker, 2003).

Building relationships has been identified as another vital aspect of being an effective school leader. In addition to communicating with students, parents, teachers, and community members, highly effective principals also build relationships with those in the educational community. By developing relationships, the effective principal exudes care and appreciation for the whole community (McEwan, 2003).

According to John Maxwell (2002a), leaders must first dedicate themselves to being sincere and exhibit loyalty and kindness to colleagues. Effective leaders should also place the desires of others above their own and look for ways to meet their needs. By doing this, a leader shows respect to all members of the organization. Leaders should be open-minded and do everything possible to keep peace. They shouldn't be revengeful. Instead, effective leaders return good for evil. Lastly, those that lead must attempt to identify with others, focusing on individual needs and celebrating victories as if they were their own (Maxwell, 2002a).

Many leaders commit the error of separating leadership from relationships. This happens when a person steps into a position of leadership and assumes that everyone will follow his or her ideas because of his or her position. Some leaders wrongly believe that their knowledge alone qualifies them to lead others. People don't care how much you know until they know how much you care. Leaders help themselves by developing good relational skills (Maxwell, 2002a, p. 1382).

This general examination of leadership focuses on those characteristics that define a leader. Whether that individual is the inspiration for or the director of activity, it is generally agreed that this person possesses the authority, the personality, and the skill to influence others to work toward a common purpose or goal. Although perhaps not as narrowly defined as “Leadership is influence – nothing more, nothing less” (Maxwell, 2002, p. 61), leadership still remains an elusive concept with multiple interpretations.

Leadership Styles

An extensive review of literature provided a wide array of organizational leadership styles to examine. After much consideration, the researcher determined transformational leadership (Burns, 1978), transactional leadership (Burns, 1978), servant leadership (Greenleaf, 1970), and charismatic leadership (Weber, 1947) to be pertinent. These models provided four very diverse styles of leadership present in school settings everywhere. In order to better understand the various leadership styles of principals, a summary of each is presented.

Transformational Leadership

Transformational leadership (Burns, 1978) provides opportunities for school leaders to meet the higher level needs of teachers and staff members. This form of leadership has been widely connected to organizational success and growth and focuses on the relationships that are developed between leaders and followers (Northouse, 2004). According to Bogler (2001), “Each enters the transaction because of the expectation to fulfill self-interests, and it is the role of the leader to maintain the status quo by satisfying the needs of the followers” (p. 663).

Transformational leadership also has an ethical and moral component intertwined into its

foundation. According to Burns (1978), this style of leadership “converts followers into leaders and may convert leaders into moral agents” (p. 4).

While it is a goal of transformational leaders to promote high levels of performance for the good of the organization, they also desire that followers achieve personal goals as well. Bass (1985) believed transformational leadership created great levels of motivation in followers (Pounder, 2006). This motivation caused higher than expected levels of performance in the workplace. In addition to higher levels of achievement among workers, transformational leadership has also been linked to high levels of student achievement as well (Cotton, 2003).

Several researchers have attempted to summarize characteristics that are present in transformational leadership. Kim (2002) described transformational leaders as those who possess a common purpose, strategic planning capabilities, servant leadership, and a lasting legacy. According to Pounder (2006), transformational leaders exhibit several qualities such as charisma, inspiration, intellect, and are considerate. Because of their charisma, transformational leaders are well respected and trusted by followers. The leader creates great optimism and provides followers with a hope for the future. Transformational leaders promote vision and a sense of values. This provides a motivational model for others to follow. They are also considerate. The leader cares about followers and provides opportunities for mentoring that help connect the needs of followers to the organization’s mission. Transformational leaders are also very intellectual. They help followers think “out of the box” and beyond the beliefs of the past. Followers are often encouraged to participate in problem-solving processes on their own (Pounder, 2006).

Hacker and Roberts (2004) presented adjectives such as visionary, community builders, creative, empowering, performer, energetic, administrative, and analytical when describing transformational leaders. The authors (Hacker & Roberts, 2004) believed it important for leaders to be leader-managers rather than one or the other. For this reason, the authors believed transformational leaders must possess the wide range of characteristics described above. Tichy and Devanna (1990) felt that transformational leaders believe in people, are driven by values, pursue life-long learning opportunities, are able to manage uncertain situations, and possess a vision for the future.

According to Covey (1991), transformational leadership accomplishes several goals. These include building on man's need for meaning; addressing his preoccupation with purposes and values, morals, and ethics; transcending daily affairs; and assisting individuals in meeting long-term goals without compromising human values and principles. Additionally, this type of leadership helps one separate causes and symptoms, values profit as a component of growth, incorporates proactivity, and overall utilizes a range of resources to assist persons in realizing their potential.

Alvolio and Bass (2002) described several components of transformational leadership that include individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. The four components presented in the Full Range Leadership Model (Alvolio & Bass, 2002) provide the reader with a more detailed understanding of transformational leadership. According to the researchers, transformational leaders exhibit compassion. This type of leader is interested in meeting the needs of followers and genuinely desires to keep their best interests at heart. These leaders also attempt to provide others with

opportunities to think “out of the box” and solve problems for themselves. Transformational leaders provide a vision for the future which builds team spirit and inspires others to excel. According to Alvolio and Bass, transformational leaders have high moral and ethical standards. Because of this, followers place great trust in their leadership and are willing to fully support the leader’s vision for the organization (Alvolio & Bass, 2002; Barbuto & Cummins-Brown, 2007).

The goal of transformational leadership is to “transform” people and organizations in a literal sense – to change them in mind and heart; enlarge vision, insight and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building (Covey, 1991, p. 287).

While the characteristics of transformational leadership differ depending on the author(s) of studies, the broad range of attributes that may be present in transformational leaders is clearly evident. Several commonalities include the importance of vision and looking ahead to the future. Transformational leaders place an emphasis on individuals, always attempting to find strengths in every person and pushing them to their fullest potential. By focusing on the individual, transformational leaders have the ability to motivate the workforce. These leaders are considerate of others and realize that in order to meet organizational goals, the needs of followers must be met.

Transactional Leadership

Transactional leadership (Burns, 1978) also provides school administrators a framework by which to lead. However, unlike the previously discussed leadership style, transactional leaders do not typically provide followers with opportunities to think “out of the box” or independently. Instead, leaders often assume that the primary role of followers is to do as they are told. A chain of command is clearly presented to individuals in the organization and those in

leadership positions are recognized as having ultimate authority. Followers do reap rewards for fulfilling expectations of the leader. However, they are also disciplined when the goals of the organization are unmet (Alvolio & Bass, 2002; Barbuto & Cummins-Brown, 2007; Burns, 1978).

In the Full Range Leadership Model developed by Alvolio and Bass (2002), three styles of transactional leadership are described: Laissez-Faire, Management-By-Exception, and Contingent Rewards. According to the authors, Laissez-Faire leaders are often absent from daily routines and refrain from participating in decision making activities. These leaders refuse to take a stand on important issues that arise. Therefore, followers feel as if the leader does not care about the organization. Management-By-Exception leaders are viewed as corrective authoritarians who only participate in decision making processes when failure occurs. Rule following is mandatory under this form of leadership, and deviance from the status quo is discouraged. Contingent Rewards leaders are viewed as deal makers. Rewards are given to followers when they do as they are told and work standards are met. The leaders provide continual feedback to followers and provide support for achieving goals (Alvolio & Bass, 2002; Barbuto & Cummins-Brown, 2007).

In *Principle-Centered Leadership*, Steven Covey (1991) also highlights several characteristics of transactional leadership. He notes that an individual employing this type of leadership may build on a man's personal needs; focus on power, politics and perks; become enmeshed in daily trivia; and generally afford primary attention to minutia rather than those components which impact the relational factor of organizations.

Without leadership in an organization, organized change is unable to occur

(Burns, 1972). While it is true that transformational and transactional leadership differ, it is necessary to have both (Covey, 1991). Transformational leadership provides the foundation upon which to build an effective organization. Without it, decisions affecting the organization will be based solely on transactional characteristics such as politics and power, as described in *Principle-Centered Leadership* (Covey, 1991). Without transactional attributes in an organization, short-term goals may be difficult to attain. Tracey and Hinkin (1998) presented transformational leadership as a process that motivates individuals through morals and ideals, a vision for the future, and credibility. They described transactional leadership as a style founded upon standards and organizational bureaucracy. Gardner (1990) believed transformational leadership was a style that renewed an organization while transactional leadership embraced the status quo. Whichever the case may be, one can only assume the two styles are present in every organization. By finding ways to utilize both, organizations can be better equipped to meet the needs of all parties involved.

Servant Leadership

Servant leadership was first described as a leadership style by Robert Greenleaf (1970) in an essay entitled, *The Servant as Leader*. Since that time, the idea has gained great popularity in workplaces worldwide (Spears, 2004). Servant leadership (Greenleaf, 2004) places great emphasis on serving individuals, supporting them through moral and ethical behavior, teamwork, and participatory decision making. Greenleaf believed those who dedicate themselves to being lifelong servants incorporate the fundamental beliefs of servant leadership (Greenleaf, 1970; Spears, 2004).

Several writers have attempted to define servant leadership. According to Greenleaf, one who practices servant leadership is a servant first. Once an individual develops a tendency to serve others first and foremost, a conscious choice then drives that person towards leadership. Leaders that develop the servant-first intuition must ultimately question whether the highest-priority needs of others are being met (Greenleaf, 1970).

In a more recent publication, Laub (1999) described servant leadership as,

...an understanding and practice of leadership that places the good of those led over the self-interest of the leader. Servant leadership promotes the valuing and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization, and those served by the organization (as cited in Abel, p.3).

After examining Greenleaf's work in great detail, Spears (2004) presented characteristics that he felt were fundamental in the development of servant leaders. According to Spears, servant leaders should be good stewards that are committed to people. Empathy and the ability to identify individual needs are very important attributes for leaders to possess. While they may reject certain behaviors, servant leaders refuse to reject individuals. Because people are fragile, the leaders also do all they can to help mend hurts that have occurred over time. Spears (2004) believes servant leaders must be aware of ethical and value-based issues. This insight allows them opportunities to examine every situation holistically and because of good communication skills, they are able to persuade others toward consensus. The leaders also have the ability to think beyond today's realities and look forward to tomorrow's possibilities. They are able to examine lessons from the past, the realities of today, and comprehend how decisions they make affect the future (Spears, 2004).

John Maxwell (2020a), when describing servant leaders said, “Leaders are not given authority to better themselves, to enlarge their income or social status, or to improve their standard of living. They are first and always servants of others” (p. 539).

Charismatic Leadership

A variety of definitions have been presented that attempt to describe charismatic leadership. According to House (1976), charismatic leaders are those “...who by force of their personal abilities are capable of having profound and extraordinary effects on followers” (p. 4). Weber (1947) noted that charismatic leaders attain followers “...because the followers believe their leader is extraordinarily gifted” (p. 358). Adjectives such as “supernatural, superhuman, or exceptional” (Weber, 1947, p. 358) are often used to describe charismatic leaders. House (as cited in Robbins, 2000) identified characteristics such as high confidence levels and strong behavioral convictions as those demonstrated by charismatic leaders. The leaders have the ability to attain followers because of perceived leadership characteristics and the ability to accomplish goals for the common good. Followers desire to identify with the leaders and model them. Strong feelings of trust and confidence are also offered because of the leaders’ abilities (Gibson, Hannon, & Blackwell, 1998). Northouse (2004) suggested that the attributes of charismatic leaders include the following: overpowering personalities, the desire to influence others, competence, ability to articulate ideological goals, and high expectations.

Leadership styles incorporate the approaches that a person in a position of power may use to provide guidance, develop direction, or motivate individuals toward the achievement of goals. Much overlapping of characteristics exists among this collection of styles. Among these, the ones which have the most significance for this study are transformational and transactional.

Teacher Morale and Satisfaction

Teacher morale has been described as a feeling, a state of mind, a mental attitude, and an emotional attitude (Mendel, 1987). Wiles (1967) described morale as an emotional and mental reaction to one's job. According to Wiles, teacher morale can best be summarized as the way a teacher feels and what he or she believes. Bentley and Rempel (1980) defined morale as the interest and enthusiasm individuals feel when they, either alone or with a group, achieve a goal. When examining the three definitions of morale, one can assume that teacher morale has the ability to impact the overall environment of a school and, therefore, affect the school day for many individuals including students. When morale is high, teachers develop peer group relations and teacher absenteeism is low. However, when morale is low, teachers' stress levels (Marchington, Earnshaw, Torrington, & Richie, 2004) and effectiveness are affected (Henkin & Holliman, 2009). "An excellent barometer for morale at a school sight is the effect of perceived stress on the amount of teacher absenteeism and the degree of teacher exit" (Bruno, 1981, p.177).

When examining teacher morale, the impact of the school administrator cannot be underestimated. Research conducted by Grace, Buser, and Stuck (1987) found that schools led by principals described as enthusiastic, conscientious, sensitive, visible, attentive, and knowledgeable were considered much more effective than those led by principals described as autocratic, poor communicators, and insecure.

Evans (2001) found the principal to be an important aspect in determining levels of morale among teachers. Teacher morale is undoubtedly affected by the everyday interactions with students, coworkers, and the administrative staff. The principal impacts the morale of teachers, and that, in turn, impacts the way teachers communicate with fellow teachers, parents,

and students as well (Whittaker, 1999). While it is true that morale varies from individual to individual, the influence that a school leader has in promoting high teacher morale cannot be overstated.

The increasing demands of the teaching profession negatively affect levels of morale in schools (Finnigan & Gross, 2007; Tye & O'Brien, 2002). Teachers are no longer provided opportunities to simply teach in their core curriculum areas. Instead, in many educational systems, educators are now required to fulfill a variety of roles, including special education instructor, psychologist, public relations specialist, secretary, and physician. Add this overwhelming number of responsibilities to general teaching expectations and it is no wonder teacher morale is affected. The president of the American Teachers Federation stated, "You can't just teach English or teach math anymore. You have to be able to teach math and special education and be a nurse and deal with children with emotional problems who act out in class" (Oglesby, 2003, p. 1).

Many studies (Bogler, 2001; Butt & Lance, 2005; Crossman & Harris, 2006; Evans, 1998; Evans, 2001; Ho & Au, 2006; Koustelios & Tsigilis, 2005; Williams & Matthews, 2005) have been conducted through the years that examined teacher morale and satisfaction. In numerous instances, effective educational programs seem to be dependent upon the job satisfaction of teachers. That is, are teachers satisfied with their work? Heller, Clay, and Perkins (1993) state, "Schools must give more attention to increasing teacher job satisfaction" (p. 75). However, studies indicate that this needed attention may not be forthcoming. According to researchers Gardner and Oswald (1999), teachers were less satisfied than any other group of professionals. One study conducted by Perie and Baker (1997) found that only 26% of public

high school teachers were highly satisfied with their work environments. This same study also found that as the years of one's teaching career passed, levels of job satisfaction diminished. In fact, 36% of teachers with three years or less experience felt satisfied in their working environments while only 23% of teachers with twenty years or more experience were pleased.

One study conducted by Kim and Loadman (1994) highlighted various intrinsic and extrinsic rewards that play a role in the satisfaction levels of teachers. According to the researchers, extrinsic rewards play a vital role in the job satisfaction levels of teachers. Rewards such as advancement opportunities and various administrative positions are among the rewards. However, intrinsic rewards must also be observed when discussing job satisfaction. Intrinsic rewards may include factors such as relationships with other faculty and staff members, everyday interactions with students, and respect that is gained from the profession. Dinham (1995) found that relationships developed with other individuals (faculty, staff, students, and parents) were the most important factor in promoting job satisfaction in teachers. He also found that reasons for dissatisfaction focused primarily on administrative and structural causes. Herzberg, Mausner, and Snyderman (1959) conducted a study that found two intrinsic rewards, personal achievement and professional recognition, to be very powerful factors in job satisfaction.

When observing various levels of teacher job satisfaction, some researchers have examined motivators for entering the profession. Goodlad (1984) found that individuals who enter the field solely for financial reasons attain lower levels of job satisfaction than those who entered because of a desire to educate others. In addition, higher levels of commitment to the teaching profession were found in those with higher levels of satisfaction. Reyes and Shin (1995) found that higher levels of teacher job satisfaction were directly related to levels of commitment,

that is, teacher commitment must be present before commitment to the organization will take place.

Research has also found that job satisfaction levels vary according to demographic variables, such as gender and age. According to Spector (1997), the relationship between job satisfaction and age is not definitive. However, Herzberg, Mausner, Peterson, and Capwell (1957) found that employees experience the highest levels of job satisfaction at the beginning of their careers when they are motivated and anticipative of the future, while others found just the opposite. According to research conducted by the National Union of Teachers (2001), teachers in their twenties experienced the lowest levels of job satisfaction.

When examining the relationship that existed between teacher job satisfaction and gender, investigators found female teachers experience higher levels of job satisfaction than male teachers (Klecker & Loadman, 1999). As with age, contradictory research exists regarding teacher job satisfaction and gender.

Researchers Klecker and Loadman (1996) also studied the relationship that existed between teacher job satisfaction and teacher empowerment. Various factors of empowerment were examined that included respect, professional relationships, working conditions, support of one's family, salary, advancement, challenge of the job, and overall working conditions. The study found that job satisfaction among teachers was more often affected by intrinsic rewards, such as respect and professional relationships, than extrinsic rewards, such as overall working conditions and salary.

Morale and satisfaction, although often mentioned together, are not the same issue. Morale is most directly related to an individual's emotional attitude toward one's job while

satisfaction is how pleased a person is with that job setting. These two concepts cannot be separated from motivation and the impact of leadership. However, the relationship between these two factors is synergistic.

Teacher Attrition

Today, it is commonly stated by those involved in education that teachers help shape the future. However, this constant shaping of young minds has been negatively affected by a growing trend sweeping the nation - teachers are leaving the classroom at an alarming rate and the impact is being felt in school systems across the country. Various difficulties have arisen due to teacher attrition, such as teacher shortages and financial strain on both state and local education agencies.

A conservative national estimate of the cost of replacing public school teachers who have dropped out of the profession is \$2.2 billion a year. If the cost of replacing public school teachers who transfer schools is added, the total reaches \$4.9 billion every year. For individual states, cost estimates range from \$8.5 million in North Dakota to a whopping half a billion dollars for a large state like Texas (Alliance for Excellent Education, 2005).

In order to decrease the turnover rate, deliberate actions must be taken to improve satisfaction levels. When educators feel supported and satisfied, assuredly the teacher attrition rate will improve.

For several years, the attrition crisis has been noted. For example, Evans (1997) found that a growing number of teachers are retiring from the profession early. Ingersoll (2001) noted that in the 1980's, a great number of educators were retiring from the profession while school enrollment continued to grow. Retirement of the baby boomer generation has created a lack of experience in today's classrooms and this situation will only worsen in future years (Duarte, 2000). In recent years, teacher shortages have been found to occur for more reasons than simply

retirement (National Commission on Teaching and America's Future, 2003). Ingersoll (2001) stated:

...while it is true teacher retirements are increasing, the overall amount of teacher turnover accounted for by retirement is relatively minor when compared to that resulting from other causes such as teacher job dissatisfaction and teachers pursuing better jobs or other careers (p. 5).

Weis and Weis (1999) found that nearly one out of ten teachers left the classroom before completion of the first year. Unfortunately, this statistic merely touches the surface of the problem. Additional research has found that once teachers have completed their initial year of teaching in the classroom, 15% do not return (National Center for Education Statistics, 2000). Within five years, 50% of teachers will not return (Huling –Austin, 1990; Ingersoll & Smith, 2003). Great concern should be raised concerning the catastrophic rates at which teachers are leaving the classroom. But why are they leaving? The *Quality Counts 2000* report, published annually by *Education Week*, attempted to answer the question by noting possible causes for the problem that included salary gaps, poor working conditions, and career options. Because teachers earn less than other professionals with similar education levels and experience, they may leave to pursue other career opportunities. They also leave the profession because of working environments that are not conducive to the profession. The study found that teachers who were dissatisfied with the school environment, struggled with student discipline, or were not involved in an induction program were at greater risk for leaving the classroom. The final reason for teachers leaving the profession focused on additional career opportunities. Simply stated, teachers have other options than just staying in the classroom.

The *Quality Counts 2000* report stated,

...teachers leave schools that have discipline problems and ones where they perceive a poor overall school environment. Teachers get fed up with schools in which they are likely to be assigned to subjects they're unprepared for, and schools with poor administrative support" (Education Week, 2000, p. 16).

In the *Survey of the American Teacher* conducted by MetLife (2004), teachers first entering the classroom felt great amounts of stress from relationships with parents, various administrative duties, management of the classroom, and testing mandates. Unfortunately, because of a lack of veteran teachers in schools, newer teachers are often handed the most challenging jobs (Alliance for Excellent Education, 2005). Add that to the list of everyday expectations and it is easier to understand why the attrition rate continues to rise.

Most new teachers would agree that a great amount of anxiety and trepidation exists when they enter their first classroom as the teacher of record. New teachers are often expected to have all of the answers. In addition to general expectations and school guidelines, teachers must comprehend curricular mandates; understand federal and state standards; attend grade level, school, and departmental meetings; serve on various committees; possess the communication skills needed to correspond with parents and community members; and fulfill a myriad of other tasks.

In a study conducted by the U.S. Department of Education and the National Center for Education Statistics (2000), 65% percent of teachers chose to transfer to different schools because of a lack of planning time. Sixty percent stated that the expectations and workload were far too heavy while 53% percent were overwhelmed by student behavioral issues. Nearly half stated that a lack of input into educational policies caused them to leave their schools. If the desperation of the educators is not heard and taken to heart, the attrition rate will undoubtedly continue to grow.

In order to address the teacher attrition rate that is present in school systems across the country, one must closely examine the factors that directly influence attrition among teachers. Ingersoll and Smith (2003) researched teacher shortages and found that 42% of beginning teachers who leave the classroom do so because of personal reasons. The reasons often include family responsibilities, such as caring for young children or aging parents. Another group of educators the researchers examined left the profession due to additional job opportunities (38%). Approximately 30% involved in the study stated that dissatisfaction in the workplace was the leading cause for leaving the classroom. Many participants in the study cited multiple reasons for dissatisfaction such as salary (78%), discipline (34%), lack of professional support (26%), and low motivation among students (17%). In research conducted by the Recruitment and Retention Project (2001), predictors such as work environment, professional collegiality, and support from the administrator were found to play a major role in determining job satisfaction levels among teachers.

Although attrition is typically defined as a reduction in the work force which does not involve firing personnel, this term is more specifically described in relation to teacher attrition. Boe, Bobbit and Cook (1993) explained that teacher attrition “is a component of teacher turnover (i.e., changes in teacher status from year to year). This turnover may involve teachers who leave the profession, but it may also include teachers who change fields (i.e., special education to general education) or schools” (Retrieved December 2, 2009, from <http://horizon.unc.edu/projects/issues/papers/Hampton.asp>)

Summary

The literature presented in Chapter 2 addressed motivational theories, leadership, leadership styles, teacher morale and satisfaction, and teacher attrition. The findings indicate that levels of teacher morale are directly related to leadership and the various practices employed in the workplace. The most effective school leaders possess characteristics such as excellent communication skills, a vision for the future, instructional expertise, and moral character. In addition to these characteristics, the styles of leaders also play a vital role in the individual levels of teacher morale. School leaders who dedicate themselves to meeting the needs of teachers provide motivation and a desire to excel. Teachers are much more likely to thrive in environments where leaders recognize the strengths of each individual and value their involvement in goal achievement and decision making processes. Leaders that are authoritarian in nature and those that provide no opportunities for input are much less effective. The literature also suggests that when the needs of teachers are met, attrition rates are likely to decrease. After an extensive review of the literature, one must assume that a traditional hierarchical model of leadership may no longer be the framework by which to lead.

Motivating others is not always an easy task. In order to meet the needs of teachers, school leaders must possess a basic understanding of motivational theory. The literature review focused on seven motivational theories. While each of the theories possessed certain distinguishing factors, many similarities did exist. Therefore, because of the educational community's familiarity with motivational theory and the applicability of the theories to the school setting, Maslow's *Hierarchy of Needs* (1943) and McGregor's (1960) *Theory X* and *Theory Y* have been summarized for the purposes of this study.

Maslow's (1943) model is depicted through the image of a pyramid with different levels of need. The levels include physiological needs, safety needs, belonging needs, esteem needs, and self-actualization needs. According to Maslow, the lowest level of needs must be met before moving up the pyramid. The applicability of the model to educational settings is undeniable. When the needs of teachers are met, they are more satisfied (Evans, 2001). When needs are unmet, it can be assumed that individual levels of morale are negatively impacted and teacher attrition may continue to rise. The lowest level of Maslow's model addressed the physiological needs of individuals. Simply stated, if physical needs are unmet, the individual cannot function successfully (Simons, 1987). The second level of the pyramid addressed an individual's need to feel safe. If an individual feels unsafe or unprotected in the working environment, motivation and morale is hampered. The third level of the model targeted the need to belong. People have a strong desire to feel accepted. When this need is not met, morale is negatively affected. The fourth level of Maslow's pyramid addressed the need for recognition and praise. In order to motivate the workforce, leaders must appreciate and recognize the accomplishments of each individual. The pinnacle level of the model was described as self-actualization. At this level, individuals address their own feelings of motivation and satisfaction.

McGregor's (1960) model has been used extensively in the areas of management and motivation. Theory X leaders are most prevalent in the workplace and can be described as authoritarian in nature, much like transactional leaders. They believe individuals should be controlled by those in leadership positions. If not, work will be inadequate and goals will be unmet. Theory X leaders provide no opportunities into decision making processes. They believe all decisions must be made by those in control. Theory Y leaders, on the other hand, provide

opportunities for participation and input into decision making processes. They believe that people will be self-motivated if they are provided with praise and recognition for their accomplishments. Theory Y leaders provide recognition and support to every individual and believe in their ability to excel. Transformational leaders possess many of the same characteristics as Theory Y leaders.

These two models will be used extensively to guide the research questions and to provide a lens through which the findings can be examined. By using the models, findings may be enhanced and made more applicable in establishing useful policies and procedures for school leaders in the areas of motivation and teacher morale.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES

Introduction

The purpose of this descriptive study was to identify factors that teachers believed affected morale at certain elementary and middle schools in one public school system in southeast Tennessee as indicated by faculty responses to the *Purdue Teacher Opinionnaire* (Bentley & Rempel, 1980). This mixed methods design further sought to examine not only the factors that affect morale, but also leadership's impact on teacher morale as evidenced in qualitative data collected from teacher interviews. Chapter 3 includes research questions that directed the course of the study, a description of the participants involved in the study, a description of the setting, a description of instrumentation and data collection procedures, and a description of data analysis procedures.

Research Questions

The following research questions were addressed in the study:

1. What factors are held in common between elementary school teachers regarding morale and satisfaction?
2. What factors are held in common between middle school teachers regarding morale and satisfaction?
3. What leadership qualities do teachers believe affect their individual levels of morale and satisfaction in a positive manner?
4. What leadership qualities do teachers believe affect their individual levels of morale and satisfaction in a negative manner?

5. Do higher or lower levels of morale and satisfaction exist in certain schools? If so, what type of leadership style is practiced by the administrator?

Participants

Study participants included elementary and middle school teachers employed in a public school system in southeast Tennessee. The five elementary schools were feeder schools for the one middle school involved in the study. In the schools included in this study, a total of 193 teachers were employed. Of this number, 179 participated in the study (124 elementary, 55 middle school). Fourteen first year or transfer teachers were not included in the data collection processes because their limited employment in the system meant that they would not be able to provide longitudinal perspectives. All participants in the study were full-time, certified teachers employed in grades K-8. Interim, part-time, and support personnel were not included in this study. Thus, the response rate for the study was 179 out of 193 or 93%.

Materials

Two instruments were used in this descriptive study: the Bentley and Rempel (1980) *Purdue Teacher Opinionnaire* (PTO) (Appendix A) and an interview instrument (Appendix B). The *Purdue Teacher Opinionnaire* (Bentley & Rempel, 1980) is a 100 question instrument designed to measure morale levels of teachers. The Manual for the *Purdue Teacher Opinionnaire* (Bentley & Rempel, 1980) explains how the instrument addresses ten different factors: (a) Teacher Rapport with the Principal, (b) Satisfaction with Teaching, (c) Rapport among Teachers, (d) Teacher Salary, (e) Teacher Load, (f) Curriculum Issues, (g) Teacher Status, (h) Community Support of Education, (i) School Facilities and Services, and (j) Community Pressures (Bentley

& Rempel, 1980). These ten factors are directly aligned with the literature presented in Chapter 2. Table 3.0 provides a listing of factor item numbers.

Table 3.0: Purdue Teacher Opinionnaire Factor Item Numbers

Factor	Item Numbers
Teacher Rapport with Principal	2, 3, 5, 7, 12, 33, 38, 41, 43, 44, 61, 62, 69, 70, 72, 73, 74, 92, 93, 95
Satisfaction with Teaching	19, 24, 26, 27, 29, 30, 46, 47, 50, 51, 56, 58, 60, 76, 78, 82, 83, 86, 89, 100
Rapport Among Teachers	18, 22, 23, 28, 48, 52, 53, 54, 55, 77, 80, 84, 87, 90
Teacher Salary	4, 9, 32, 36, 39, 65, 75
Teacher Load	1, 6, 8, 10, 11, 14, 31, 34, 40, 42, 45
Curriculum Issues	17, 20, 25, 79, 88
Teacher Status	13, 15, 35, 37, 63, 64, 68, 71
Community Support of Education	66, 67, 94, 96, 97
School Facilities and Services	16, 21, 49, 57, 59
Community Pressures	81, 85, 91, 98, 99

The survey was developed so that data collected in one school could be compared to that obtained from other schools since, “Comparisons can be made among teachers when grouped by schools, grade levels, subject areas, and tenure status” (Norton, 2009, p. 239). According to Bentley and Rempel (1980), “The instrument can be useful to school administrators, school

staffs, and researchers who desire an objective and practical index of teacher morale in particular schools or school systems” (p. 1).

“The reliability and validity of the PTO have been empirically tested and retested in hundreds of school settings since its first form was developed in 1961” (Norton, 2009, p. 239). Stedt and Fraser (1984) determined this instrument was “one of the most notable” (p. 70) tools developed to measure teacher morale. In addition, Rowland (2008) concluded, “The language used in this survey was consistent with current educational language so that responses were not hindered by the age of the instrument” (p. 26). The factors included in the instrument also aligned with current research on leadership and morale as described throughout the literature review (Blase, 1987; Fullan, 1997; House & Podsakoff, 1994; McEwan, 2003; Sergiovanni, 2001; Slater, 2008; Whitaker, 2003). Permission for use of the survey was sought from Purdue University; however, because the copyright had expired, permission was not required (Appendix C).

The interview instrument (Appendix B) yielded opportunities for participants to provide detailed information regarding the effect that leadership has had on their individual morale and job satisfaction levels. Included in that instrument were several probing questions that offered opportunities for more detailed responses from the participants. These open-ended questions were created to seek answers to the research questions which emerged after a review of literature on leadership and teacher morale. The interview instrument was examined beforehand by subject matter experts (SME) to ensure construct validity. These five SMEs had a combined total years teaching experience of 120 years at the elementary, middle, secondary, and higher education levels. Each of the interview questions was reviewed and suggestions were made that afforded

the inclusion of a blind interview format and the probing questions to elicit more detailed responses from survey participants.

Data Collection Procedures

The researcher obtained permission to perform the study from The University of Tennessee at Chattanooga Institutional Review Board (Appendix D). Although initial approval to conduct the study had been received from the Director of Schools (Appendix E), a telephone conversation with the Director of Schools resulted in final permission to conduct the study. Phone calls were made to the elementary and middle school principals requesting permission to conduct surveys and interviews with teachers. Dates for distribution of the *Purdue Teacher Opinionnaire* (Bentley & Rempel, 1980) were determined. The researcher distributed surveys in after school faculty meetings at the beginning of the academic calendar year.

On the date of distribution, the researcher explained the purpose of the study to teachers and requested their participation. Those present were also given an informed consent letter (Appendix F) that invited them to participate. The consent form explained the purpose of the study, expectations, time required, risks and benefits to the participant, and a statement of confidentiality. As stated in the consent, the identities of all participants were kept confidential. At no time were the names of individual schools, administrators, or teachers stated in the study.

In addition to the *Purdue Teacher Opinionnaire* (Bentley & Rempel, 1980), a representative sample of teachers participated in an interview process designed to solicit information about leadership attributes that influenced personal levels of morale. Teachers were informed about the qualitative portion of the study during survey distribution. At that time, the names of volunteers were solicited. Participants were selected based on teaching experience and

grade level taught to provide a representative sample of the teaching faculties in the schools. Before interviews were scheduled, principals were contacted by telephone to gain permission to conduct interviews during school hours. Permission to interview was granted and interviews occurred during the normal school day during teachers planning periods. The interviews were conducted over a two day period. Each interview lasted approximately twenty minutes. In an attempt to establish privacy, interviews occurred in individual classrooms. At no time were the identities of teacher participants provided to school personnel or administrators.

This qualitative portion of the study employed a blind interview process that was conducted by a professional other than the researcher. This process was established to guard against potential biases and assure anonymity. The interviewer was a 35 year old male with a background in education but who was unfamiliar with both the study and the participants involved in the study. Two days prior to conducting the interviews, the researcher met with the interviewer and reviewed with him expectations and guidelines for administering the interviews. During this session, interview directions, the informed consent (Appendix G), interview questions, and confidentiality were discussed in detail. Additionally, this researcher provided ample opportunity for the interviewer to practice the entire interview process. Before the interviews occurred, the interviewer completed a pledge of confidentiality (Appendix H). At the beginning of the recorded interviews, a predetermined code was assigned by the researcher to each interview. The code identified the participant's school and grade level taught. This code ensured that the identity of those being interviewed was protected. The interviews were recorded and a professional transcriptionist then transcribed the audio-taped interviews after also completing a pledge of confidentiality (Appendix I). The transcriptionist was a 42 year old

female who had extensive experience transcribing medical records. All data gathered during the research process remained strictly confidential. At no time were the names of the schools, the principals, or the teachers revealed. Pseudonyms were assigned to each interviewee to further protect identities. Interview demographics are presented in Table 3.1.

Table 3.1: Interview Demographics

Name	Years Experience	Academic Level Experience
Rachel	31	Middle, High
Dana	26	Elementary
Debbie	26	Elementary
Catherine	10	Elementary, Middle
Elizabeth	11	Elementary
Hannah	10	Middle, High
Sandra	14	Elementary
Brooke	8	Elementary
Ruth	22	Elementary
Rebecca	19	Elementary
Ruby	21	Elementary
Beth	10	Elementary, Middle
Esther	28	Elementary, Middle
Shelly	40	Elementary, Middle
Sarah	18	Elementary
Kathy	10	Middle, High
Jennifer	2	Elementary, Middle
Francis	24	Elementary
Joy	14	Elementary
Nora	12	Elementary
Flora	13	Elementary
Mary	2	Elementary
Kristen	3	Elementary
Heidi	37	Elementary, Middle, High

Summary of Research Timeline

November 24, 2008: Contacted Director of Schools to secure preliminary approval if proposal and approval are obtained for dissertation study

July 5, 2009: Obtained dissertation committee approval of research proposal

August 17, 2009:	Received IRB approval from UTC IRB Committee
August 18, 2009:	Called Director of Schools to secure final, formal approval to administer surveys and interviews
August 18, 2009:	Contacted school principals and obtained permission to conduct surveys and interviews
August 24-27, 2009:	Visited schools to explain research and distribute surveys and solicit volunteers for potential inclusion in interviews
August 30, 2009:	Met with blind interviewer to review instrument and procedures for teacher interviews
September 1-2, 2009:	Conducted interviews with representative sample of teachers (outside professional)
September 4, 2009:	Delivered sealed interview audiotapes to transcriptionist
September 7-11, 2009:	Entered all survey data into SPSS to perform appropriate statistical analyses
September 18, 2009:	Received all transcribed interview documents from professional transcriptionist

Data Analysis Procedures

Statistical analyses were performed on the quantitative data using SPSS software. The software was used to determine grand mean, calculate descriptive statistics, and compute one-way ANOVA results. Audio-taped interviews were transcribed by a professional transcriptionist. Once the transcribed interviews were returned to the researcher, participants were contacted by

email to offer them the opportunity to evaluate the final transcripts of their responses to ensure accuracy and reliability, thus confirming results. Participants made no changes to the transcripts.

After interview transcripts were approved by participants, Content Analysis (Krippendorff, 1980) provided an approach by which qualitative data could be analyzed. This process involved conducting a content analysis on a portion of text, breaking the text down into manageable categories, and examining these categories using conceptual or relational analysis (Retrieved December 2, 2009, from <http://www.gslis.utexas.edu/~palmquis/courses/content.html>). Hard copies were read through initially by the researcher to begin to identify recurring themes. Then the researcher and another educator, who also served as an SME for this project, read transcripts a minimum of two additional times. The seven major themes that emerged (in order by number of total responses) were: communication, teacher input, sense of support, leadership attributes, workload, recognition, and change. Particular attention was given to identifying themes and organizing them by terms which were consistent with those in the literature related to teacher morale. Each transcript was printed off and paragraphs were pasted to index cards for ease of handling and classification into specific thematic categories. In some instances, teachers' comments fit under more than one theme and thus duplicates were included. Text portions were then sorted by these major themes, color coding those pieces of text which fit into each category. The sorted stacks were separated by the number of responses that were in each category. Finally, these thematic stacks were prioritized according to the total number of participant responses in each category. Once this process was completed, individual responses were identified for inclusion in the data analysis according to relevancy and applicability to the

research questions as well as to the factor areas identified in the PTO. Table indicates the relationships between the seven themes and the factor areas of the PTO.

Table 3.2: Alignment between Interview Themes and PTO Factor Areas

Major Themes from Interviews	Factor Areas from PTO
Communication	Teacher Rapport with Principal, Community Pressures
Teacher Input	Teacher Rapport with Principal, Workload, Community Support of Education
Sense of Support	Teacher Rapport with Principal, Community Support of Education, Rapport Among Teachers, School Facilities and Services, Community Pressures, Teacher Status
Leadership Attributes	Teacher Rapport with Principal
Workload	Teacher Load, Satisfaction with Teaching, Curriculum Issues
Recognition	Teacher Rapport with Principal, Community Support of Education
Change	Teacher Load
*	Teacher Salary

*No comments emerged in the interviews which related to teacher salaries

CHAPTER FOUR

ANALYSIS OF DATA

Introduction

The purpose of this descriptive study was to examine teacher morale and leadership practices within elementary and middle school teachers and between elementary and middle school teachers in one southeast Tennessee system. The data collection process employed the use of both a survey instrument and an interview instrument. Surveys were distributed to elementary and middle school teachers in grades K-8 during faculty meetings at six schools in a southeast Tennessee public school system. A total of 179 teachers from five elementary and one middle school participated in the study. Once the surveys were completed, twenty-four teachers were selected to participate in blind interviews that were conducted by an outside professional. Each interview lasted approximately 20 minutes and occurred during scheduled appointments. Fourteen first year or transfer teachers were excluded from the data collection processes because their limited employment in the system meant that they would not be able to provide longitudinal perspectives. The five elementary schools involved in the study were “feeder schools” for the middle school. The following research questions guided the study:

1. What factors are held in common between elementary school teachers regarding morale and satisfaction?
2. What factors are held in common between middle school teachers regarding morale and satisfaction?
3. What leadership qualities do teachers believe affects their individual levels of morale and satisfaction in a positive manner?

4. What leadership qualities do teachers believe affects their individual levels of morale and satisfaction in a negative manner?
5. Do higher or lower levels of morale and satisfaction exist in certain schools? If so, what type of leadership style is practiced by the administrator?

Chapter 4 contains the results of both the quantitative and qualitative data collection procedures. Data collected from the *Purdue Teacher Opinionnaire* (PTO) (Bentley & Rempel, 1980) and interviews provided an opportunity to examine the factors that affect teacher morale levels of elementary and middle school teachers.

Quantitative Data

Each of the ten factor areas of the *Purdue Teacher Opinionnaire* had varying numbers of questions. Some factor areas contained as many as 25 questions, while others contained as few as 5. Therefore, individual factor results under each major category could be compared between schools, but factor results cannot be compared across different categories because the number of questions included under each category varies.

In order to determine significant differences that were present between schools, teacher scores were tabulated and one-way ANOVA tests were then performed. Descriptive statistics provided the mean and standard deviation for each factor area. Levene's test was applied to test the homogeneity of the ANOVA data. Post-hoc analysis results showed significant differences to exist in several of the PTO factor areas. The results are presented in Table 4.0.

**Table 4.0 Post Hoc Analysis Results
Significant Differences**

Factor	Higher Mean	Mean Score	Lower Mean	Mean Score	Mean Difference
Teacher Rapport with Principal	School A	66.17	School F	51.13	15.04
	School B	62.22	School F	51.13	11.09
	School D	70.12	School F	51.13	18.99
			School C	54.52	15.60
			School B	62.22	7.90
			School F	51.13	21.52
	School E	72.65	School C	54.52	18.13
			School B	62.22	10.43
Rapport Among Teachers	School B	48.30	School F	43.62	4.68
	School D	51.19	School A	44.52	6.67
			School C	44.76	6.43
			School F	43.62	7.57
	School E	50.96	School A	44.52	6.44
			School C	44.76	6.20
			School F	43.62	7.34
Teacher Load	School B	32.11	School C	24.08	8.03
	School E	33.43	School C	24.08	9.35
	School F	32.84	School C	24.08	8.76
Curriculum Issues	School B	16.59	School A	15.13	1.46
			School F	14.62	1.97
	School D	16.39	School A	15.13	1.26
			School F	14.62	1.77
	School E	16.09	School F	14.62	1.47
Community Support Of Education	School E	17.09	School F	15.02	2.07
School Facilities and Services	School B	16.04	School A	12.39	3.65
Community Pressures	School D	15.89	School C	13.64	2.25
	School E	16.57	School B	14.59	1.98
			School C	13.64	2.93
			School F	14.91	1.66

* The mean difference is significant at the 0.05

Factor 1, Teacher Rapport with Principal “...deals with the teacher’s feelings about the principal—his professional competency, his interest in teachers and their work, his ability to communicate, and his skills in human relations” (Bentley & Rempel, 1980, p.4). A one-way ANOVA was used to test for differences among the six schools. The differences were significant at $F(5,173) = 16.05, p < .000$. Post hoc comparisons using the Tukey test confirmed significant differences between schools A ($M = 66.17$) and F ($M = 51.13$), B ($M = 62.22$) and F ($M = 51.13$), D ($M = 70.12$) and F ($M = 51.13$), D ($M = 70.12$) and C ($M = 54.52$), D ($M = 70.12$) and B ($M = 62.22$), E ($M = 72.65$) and F ($M = 51.13$), E ($M = 72.65$) and C ($M = 54.52$), and E ($M = 72.65$) and B ($M = 62.22$). The means and standard deviations for Factor 1 are displayed in Table 4.1. School E produced the highest score ($M = 72.65$) and School F produced the lowest ($M = 51.13$). It was noted that the greatest diversity of responses was found from School C ($SD = 16.04$) and School F ($SD = 15.36$).

Table 4.1: Mean Scores for Teacher Rapport with Principal

School	N	Mean (M)	Standard Deviation (SD)
A	23	66.17	9.74
B	27	62.22	8.82
C	25	54.52	16.04
D	26	70.12	9.61
E	23	72.65	7.57
F	55	51.13	15.36
Totals	179	60.73	14.79

Factor 2, Satisfaction with Teaching involves “...teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation” (Bentley & Rempel, 1980, p.4). The one-way ANOVA was not significant. The

means and standard deviations for Factor 2 are displayed in Table 4.2. School E produced the highest score ($M = 72.48$) and School A produced the lowest ($M = 68.00$). It was noted that the greatest diversity of responses was found from School A ($SD = 7.84$) and School F ($SD = 7.21$).

Table 4.2: Mean Scores for Satisfaction with Teaching

School	N	Mean (M)	Standard Deviation (SD)
A	23	68.00	7.84
B	27	71.26	6.09
C	25	69.28	7.14
D	26	70.92	6.65
E	23	72.48	7.13
F	55	68.38	7.21
Totals	179	69.79	7.12

Factor 3, Rapport Among Teachers “...focuses on a teacher’s relationships with other teachers. The items here solicit the teacher’s opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers” (Bentley & Rempel, 1980, p.4). The one-way ANOVA was significant at $F(5,173) = 10.84, p < .000$. Post hoc comparisons using the Tahmane test confirmed significant differences between schools B ($M = 48.30$) and F ($M = 43.62$), D ($M = 51.19$) and A ($M = 44.52$), D ($M = 51.19$) and C ($M = 44.76$), D ($M = 51.19$) and F ($M = 43.62$), E ($M = 50.96$) and A ($M = 44.52$), E ($M = 50.96$) and C ($M = 44.76$), and E ($M = 50.96$) and F ($M = 43.62$). The means and standard deviations for Factor 3 are displayed in Table 4.3. School D produced the highest score ($M = 51.19$) and School F produced the lowest ($M = 43.62$). It was noted that the greatest diversity of responses was found from School C ($SD = 7.09$) and School A ($SD = 6.45$).

Table 4.3: Mean Scores for Rapport Among Teachers

School	N	Mean (<i>M</i>)	Standard Deviation (<i>SD</i>)
A	23	44.52	6.45
B	27	48.30	4.81
C	25	44.76	7.09
D	26	51.19	4.39
E	23	50.96	5.08
F	55	43.62	5.72
Totals	179	46.64	6.39

Factor 4, Teacher Salary involves the individual teacher's "...feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies" (Bentley & Rempel, 1980, p.4). The one-way ANOVA was not significant. The means and standard deviations for Factor 4 are displayed in Table 4.4. School A produced the highest score ($M = 18.30$) and School F produced the lowest ($M = 16.93$). It was noted that the greatest diversity of responses was found from School D ($SD = 6.06$) and School C ($SD = 5.95$).

Table 4.4: Mean Scores for Teacher Salary

School	N	Mean (<i>M</i>)	Standard Deviation (<i>SD</i>)
A	23	18.30	5.68
B	27	17.59	4.99
C	25	17.76	5.95
D	26	17.85	6.06
E	23	17.61	5.87
F	55	16.93	5.83
Totals	179	17.54	5.69

Factor 5, Teacher Load “...deals with such matters as record-keeping, clerical work, “red tape,” community demands on teacher time, extra-curricular load, and keeping up to date professionally” (Bentley & Rempel, 1980, p.4). The one-way ANOVA was significant at $F(5,173) = 4.10, p < .002$. Post hoc comparisons using the Tahmane test confirmed significant differences between schools B ($M = 32.11$) and C ($M = 24.08$), E ($M = 33.43$) and C ($M = 24.08$), and F ($M = 32.84$) and C ($M = 24.08$). The means and standard deviations for Factor 5 are displayed in Table 4.5. School E produced the highest score ($M = 33.43$) and School C produced the lowest ($M = 24.08$). It was noted that the greatest diversity of responses was found from School A ($SD = 10.14$) and School D ($SD = 8.90$).

Table 4.5: Mean Scores for Teacher Load

School	N	Mean (M)	Standard Deviation (SD)
A	23	30.91	10.14
B	27	32.11	8.60
C	25	24.08	7.68
D	26	30.39	8.90
E	23	33.43	7.76
F	55	32.84	8.89
Totals	179	30.98	9.10

Factor 6, Curriculum Issues, “...solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship” (Bentley & Rempel, 1980, p.4). The one-way ANOVA was significant at $F(5,173) = 9.79, p < .000$. Post hoc comparisons using the Tahmane test confirmed significant differences between schools B ($M = 16.59$) and A ($M = 15.13$), B ($M = 16.59$) and F (14.62), D ($M = 16.39$) and A ($M = 15.13$), and D ($M = 16.39$) and F (14.62). The means and standard deviations for Factor 6 are displayed in Table 4.6. School B produced the highest score

($M = 16.59$) and School F produced the lowest ($M = 14.62$). It was noted that the greatest diversity of responses was found from School B ($SD = 1.76$) and School D ($SD = 1.58$).

Table 4.6: Mean Scores for Curriculum Issues

School	N	Mean (M)	Standard Deviation (SD)
A	23	15.13	1.18
B	27	16.59	1.76
C	25	15.20	1.53
D	26	16.39	1.58
E	23	16.09	1.16
F	55	14.62	1.52
Totals	179	15.51	1.66

Factor 7, Teacher status, "...samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community" (Bentley & Rempel, 1980, p.4). The one-way ANOVA was not significant. The means and standard deviations for Factor 7 are displayed in Table 4.7. School E produced the highest score ($M = 25.70$) and School A produced the lowest ($M = 22.91$). It was noted that the greatest diversity of responses was found from School C ($SD = 5.73$) and School A ($SD = 5.49$).

Table 4.7: Mean Scores for Teacher Status

School	N	Mean (M)	Standard Deviation (SD)
A	23	22.91	5.49
B	27	23.96	4.30
C	25	24.84	5.73
D	26	24.89	4.12
E	23	25.70	5.30
F	55	23.69	4.33
Totals	179	24.22	4.81

Factor 8, Community Support of Education, “...deals with the extent to which the community understands and is willing to support a sound educational program” (Bentley & Rempel, 1980, p. 4). The one-way ANOVA was significant at $F(5,173) = 3.51, p < .005$. Post hoc comparisons using the Tahmane test confirmed significant differences between schools E ($M = 17.09$) and F ($M = 15.02$). The means and standard deviations for Factor 8 are displayed in Table 4.8. School E produced the highest score ($M = 17.09$) and School F produced the lowest ($M = 15.02$). It was noted that the greatest diversity of responses was found from School A ($SD = 3.04$) and School F ($SD = 3.04$).

Table 4.8: Community Support of Education

School	N	Mean (M)	Standard Deviation (SD)
A	23	15.48	3.04
B	27	16.82	2.29
C	25	15.48	2.73
D	26	16.89	2.39
E	23	17.09	2.45
F	55	15.02	3.04
Totals	179	15.95	2.83

Factor 9, School Facilities and Services “...has to do with the adequacy of facilities, supplies, and equipment, and the efficiency of the procedures for obtaining materials and services” (Bentley & Rempel, 1980, p.4). The one-way ANOVA was significant at $F(5,173) = 3.18, p < .009$. Post hoc comparisons using the Tahmane test confirmed significant differences between school B ($M = 16.04$) and A ($M = 12.29$). The means and standard deviations for Factor 9 are displayed in Table 4.9. School B produced the highest score ($M = 16.04$) and School A produced the lowest ($M = 12.39$). It was noted that the greatest diversity of responses was found from School A ($SD = 4.48$) and School D ($SD = 4.39$).

Table 4.9: Mean Scores for School Facilities and Services

School	N	Mean (<i>M</i>)	Standard Deviation (<i>SD</i>)
A	23	12.39	4.48
B	27	16.04	2.93
C	25	15.84	3.57
D	26	13.92	4.39
E	23	15.26	3.28
F	55	14.22	4.05
Totals	179	14.58	3.97

Factor 10, Community Pressures, "...gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom" (Bentley & Rempel, 1980, p.4). The one-way ANOVA was significant at $F(5,173) = 4.76, p < .000$. Post hoc comparisons using the Tahmane test confirmed significant differences between schools D ($M = 15.89$) and C ($M = 13.64$), E ($M = 16.57$) and B ($M = 14.59$), E ($M = 16.57$) and C ($M = 13.64$), and E ($M = 16.57$) and F ($M = 14.91$). The means and standard deviations for Factor 10 are displayed in Table 4.10. School E produced the highest score ($M = 16.57$) and School C produced the lowest ($M = 13.64$). It was noted that the greatest diversity of responses was found from School C ($SD = 2.94$) and School A ($SD = 2.74$).

Table 4.10: Mean Scores for Community Pressures

School	N	Mean (<i>M</i>)	Standard Deviation (<i>SD</i>)
A	23	14.83	2.74
B	27	14.59	2.64
C	25	13.64	2.94
D	26	15.89	1.86
E	23	16.57	1.62
F	55	14.91	2.09
Totals	179	15.03	2.44

Of the ten factor comparisons, seven were found to be significant. That is, differences were found among schools in the following factors: Teacher Rapport with Principal, Rapport Among Teachers, Teacher Load, Curriculum Issues, Community Support of Education, School Facilities and Services, and Community Pressures. No differences were found in the following three factors: Satisfaction with Teaching, Teacher Salary, and Teacher Status.

Qualitative Results

Following the interview process and review of the interview transcripts, the research allowed the researcher to identify seven themes that related to teacher morale and the effect that leadership has on morale. The themes included, in order of the number of responses, communication, teacher input, sense of support, leadership attributes, workload, recognition, and change. Careful analysis of the factor areas in the PTO revealed a direct connection with these seven themes. The related factor areas appear in parentheses following each theme.

The impact that leadership has on teacher morale cannot be underestimated. During the interview process, teachers described in detail their personal experiences at work and how principals affected their morale, both positively and negatively. A large majority of teachers felt that leadership played a vital role in the production and retention of high levels of teacher morale. For example, Joy described how her current principal boosted the morale of the teachers at her school. She described:

The principal is the key to morale. I have been here 14 years and have had several principals. The last few that we had really took a toll on our faculty and school in general. I think that the main reason our morale has been boosted is because we have someone who wants to be here. Someone who seems to want to do anything and everything to improve our school.

Flora also felt that school leaders play the most important role in promoting high levels of

teacher morale. She described how the principal's actions and attitude affect every aspect of the school, including teacher morale. She elaborated:

The principal acts as a filter. Everything comes down from the leader...the good and the bad. When he has a positive attitude, and he presents that attitude in a positive way, the teachers feel encouraged and they are more likely to have high morale. They feel like they are supported. The entire atmosphere of the school is dependent upon the leader. Everything trickles down from them.

Some teachers, like Hannah, had a different outlook on teacher morale. She felt that teachers are ultimately responsible for their own levels of morale. She explained:

I believe teacher morale is definitely self-induced. I don't believe it just comes down from the administration. I believe if there is good teacher morale, it's because teachers choose for it to be good. It's definitely not trickling down from the administration.

While various opinions exist regarding the causes of high and low teacher morale, the role that leaders play in inducing positive or negative teacher morale should not be taken flippantly. The excerpts that follow provide the reader with a detailed look into the everyday experiences that have shaped the morale levels of twenty-four teachers.

Communication (Teacher Rapport with Principal, Community Pressures)

The ability to communicate effectively is clearly an important attribute for school leaders. All twenty-four teacher interviews that were conducted yielded responses that emphasized the importance of communication in the school setting. Those interviewed described the role that communication has on an individual's ability to lead effectively. For example, Dana noted:

Good communication skills are essential for a leader to have in order to be effective. I think they have to have a good understanding of receptive language, that is listening to what other are saying and then responding appropriately to what you hear. As a teacher, if I were in a position, as being the leadership of the school, I think that would be the number one thing that I would see as important. Because if you have the ability to listen and respond to what you are hearing, then I think your teachers feel as though you truly do care for them. That you are truly going to lead them forward...that you do have a vision. Because it cannot just be one person, solely the principal that makes the school

successful. It's the whole team, the teachers and even the parents and students included. So, probably my number one thing would be being able to communicate properly.

Several teachers described how important it is for principals not only to possess good communication skills, but to speak directly to individual teachers when problems arise that need to be dealt with. For example, Debbie, who has twenty years experience teaching in the classroom explained:

If a teacher is doing something they shouldn't be, or they (the principal) think needs to be improved, go to that individual and don't make the whole group have to listen to it or suffer because of it. When we're all sitting there thinking, "We know who you are talking about. Just go to that person and tell them. Don't involve all of us here." Because you know, it's the preaching to the choir thing. I don't know if administrators are taught that in their training...that you need to do it as a whole group thing and not go to the person individually. I've heard that lots of times and I've felt that way lots of times. I'm sitting there thinking, "Why am I listening to this because it doesn't pertain to me. We know who it does, so just go to them."

Beth agreed, echoing the same concern. She said:

To me, I just can't put my finger on it. It would be a combination of a lot of things. If I say something, you don't know if you're going to get a sarcastic answer back. I think it goes back to rules and the people who are in charge. They should go to people and say, "You're not doing this. This is what you should be doing." Instead of going to the whole. Everybody is called in when it's only five people, ten people. Go to those people and say what they should be doing. Don't make it everybody's problem.

Jennifer understood that one on one confrontation with teachers is not always an easy task for principals. However, she felt it was an important quality that school leaders must possess. Instead of presenting a problem to the entire faculty, Jennifer felt as if principals must be willing to confront the individual face to face.

I guess if I'm doing something wrong, then I want them to come to me and tell me. Sometimes I feel like it's a blanket. Everyone is told. I feel like a principal needs to have the ability to do the one on one confrontation. Even though it's not pleasant...and I know it's not pleasant. I wouldn't want that job. But I do think that's an important quality that they must possess. Even though someone is hard to deal with, you have got to work through that and work towards

making a better situation.

Heidi, a veteran teacher, described in detail the importance of good communication. She felt that some teachers are treated fairly while others are not. This concerned her greatly. Heidi discussed several factors that affect morale, but the need for good communication continued to surface throughout her interview. She, like other teachers, felt that leaders must be willing to address problems head on instead of making general statements to the entire faculty. She explained:

I think teacher morale is hurt when the administration fails to treat teachers in a fair way...allowing some teachers special privileges. I really like for there to be rules to follow; and I do not mind following rules. I want everyone else to not abuse the situation. It really makes me angry when some people will not follow rules or procedures and get by with it...no consequences or reprimand. Then someone else who follows rules has a problem that comes up. They are genuinely concerned with trying to complete it and they are having difficulties. They are made to feel bad about the situation. Also, the administration must support the teacher in front of the child or the parent when discipline problems occur. This will greatly hurt teacher morale. It is easy to blame the teacher for discipline problems in the room but the administrator that can still remember what it was like to be in the classroom always has my support. If a teacher has handled a situation wrong, the administrator needs to discuss this with them in a private conference. Do not overlook talking to the person directly. I really do not like a group reprimand where everyone is called into a meeting and a list of gripes are handed out when only a few people need to hear them.

Several teachers described in detail how they have been affected by the manner in which they are spoken to by school leaders. According to Rebecca, "I think you should be asked to do things. You don't just want to be told. You know, harsh words like, 'If you don't like it you can leave.' You know? I think that would definitely bring people down."

Kristen also talked about the importance of appropriate communication. She believed that because of an unfortunate situation that occurred several years ago, her morale plummeted. She described how she was asked to make a change to a higher grade level in order to benefit

students academically. Years later, she was told by her principal that the move was disciplinary in nature. According to Kristen:

I was never talked to about anything disciplinary. There weren't any situations or scenarios that warranted it. It tore me down. It really affected me. I was asked to make a change in order to benefit the higher grade level students. I knew the reasons the principal gave later were false. They were exaggerated. When I questioned it, I was scorned and scoffed at even more. I was really hurt.

Teacher Input (Teacher Rapport with Principal, Workload, Community Support of Education)

Throughout the interview process, teacher input repeatedly surfaced as an area of communication that is lacking in many schools. Teachers feel that their voice is not being heard in many instances, and therefore, their levels of morale are being negatively impacted. Providing teachers with opportunities for input in decision making is an attribute that teachers desired from their leaders.

When describing how morale has changed over the course of her extensive career, Shelly stated:

I think the main thing is the fact that we don't have a say around here. We are told. It's like we're not professionals and we have no input. They may ask us for input and then it's just chucked aside. It's like it didn't matter. And once you're shot down many times, and you're not backed up, after awhile you lose respect and the morale goes down.

Another teacher described how she wished teachers had more opportunities for input. She described in detail how teacher morale levels could be improved if teachers were given more opportunities to share their ideas. Beth explained:

It would be nice if our input were taken seriously and some of those suggestions weren't considered amusing. Because we have some great teachers here who have great ideas about organization. So if those were accepted or did matter, I think that would help tremendously. And not to be told that, "I'm the head boss and what I say goes and what you have to say doesn't matter." I think if we could have some input, I think that would help tremendously. So I think those are things that would definitely boost morale and make it more positive.

Some teachers who were interviewed felt that communication is simply one way, while others expressed no opinion. According to Rachel:

In the early days, it was more of a dictatorship. You just did what you were told. There have been some administrators who have been looser and you felt like you had more of an input. Before, I think it (morale) was fairly good. I think a lot of people get discouraged because they don't think their voice, their opinion is being heard.

Dana also discussed the same concern. When describing the factors that affect teacher morale, she described the lack of communication that is prevalent at her school. She said:

The principal definitely has a vision. But sometimes this individual has been lacking with communication skills. I think sometimes it has been a one way string of communication. What the principal says is what goes, rather than hearing some of the comments or recommendations from the staff.

In addition to describing how input positively affects teacher morale, several teachers described how their desire for input has been received by their principal. Jennifer recalled how her morale was positively affected by the administrator at her school.

My principal, as far as my morale, lifts me up all the time. (The principal) always asks me questions, asks me if I need anything, and asks my opinion. I do value that because I know that some principals do not value their teachers' opinion and I think that's an important quality. My principal has asked me several times, "What do you think about this or what if we do this?" I think that knowing that my principal values my opinion is important.

Sense of Support (Teacher Rapport with Principal, Community Support of Education, Rapport Among Teachers, School Facilities and Services, Community Pressures, Teacher Status)

Throughout the interview process, participants described the importance that being supported by school leaders played in their individual perceptions of morale. Some teachers described how principals provided a great amount of support and encouragement, while others described the lack of support they felt at various points throughout their career. Whatever the case may be, it was obvious that teachers long for support from their leaders. According to

Francis, “To know that when you have a situation with a parent, when you have a situation with a student, that you’re going to get help, that is a big factor in maintaining high levels of teacher morale.”

Hannah described how administrative changes at her school affected the level of support that she felt. She described:

When I first came here, we had a different principal. The previous principal was very enthusiastic, optimistic, positive. You never worried if you went into the office for anything, you were supported. Even if (the principal) didn’t agree, (the principal) would give you better ideas or try to find better ways to manage the problem. If you did get in trouble, with a parent who was upset, or needed to come in, you knew without a shadow of a doubt that (the principal) would not leave you out to dry. When the next principal took over, that kind of changed. I will do everything possible to keep from having to come into the principal’s office for any situation. Because I never know if I’m going to be supported, or if I’m going to have my legs cut out from underneath me, or if I’m going to be hung out to dry.

Elizabeth described how important it is for principals to support teachers. She believed that teachers possess a strong desire to be supported in every situation that may arise during the school day.

I think principals should be able to stand up for their teachers. To be able to say, my teachers are doing a good job. My school’s producing what they’re supposed to produce so maybe, lay off a little bit. I understand that it’s hard to do when you’re standing there looking at your boss. That’s a scary thing to do. Or if a teacher comes to the principal with an issue, try to get it taken care of. Stand up for your teachers.

Catherine described a situation that occurred during afternoon bus duty between a teacher and parent. She explained how a lack of support from administration negatively affected teacher morale throughout the school. According to the teacher, “When you feel like you’re not gonna be backed up when you’re doing what you’re supposed to do, that affects morale, especially when it is dependent upon who the parent is. That’s an uncomfortable feeling.”

Elizabeth agreed, but also felt that supporting teachers is not easy for school leaders in every situation. She was able to understand the struggle that a principal must often face. She explained:

I never see that the parents are always right with my principal. (The principal) stands up for the teachers and things like that. But sometimes when it comes to other people or other teachers, it's a sticky situation. I wouldn't want to get caught in the middle of it.

While most teachers described support as being something they felt during situations that arose during the school day, Sandra described support in a completely different way. Her level of morale was positively affected when her principal supported teachers by doing various tasks. She shared:

I think that when I see that our principal will pitch in and paint a wall when our walls need to be painted, or pitch in and clean up the garbage on the playground when there's garbage, or fill in when a teacher is sick for bus duty...take over and do all those things for you, that makes you want to work harder for that person and I see that. So, when I see that my principal is going above and beyond and doing work that is not expected, it makes me want to work harder.

Beth, a single mother of two, described how an administrator early in her career supported her. According to the veteran teacher, her morale was positively impacted by the level of compassion she received by her principal. She described:

I've been at this quite awhile. My first administrator took care of his teachers. He was very good. He understood, if our children were sick we need to leave. If we were sick, he understood. I think I've had four or five administrators. I've had four. My first three understood about human interaction. And again, how we have families. We have other stuff outside. You know, they took care of us with parents. If we were bombarded or something like that. Because they had people skills and cared about us. They supported us. No just a certain few, but all of us.

Brooke, who has been teaching for ten years, felt that it was important for leaders to take on some of the everyday burdens that teachers carry. She felt that her morale was positively affected when her principal provided support with everyday responsibilities such as

communicating with parents and assisting with other classroom stresses. When describing what positively affects teacher morale at her school, she explained:

I think (the principal) just being a support to the teacher. Knowing that they're there and they'll back us when we discipline a student or if we're talking to a parent and we ask them to do something, they'll back us on that. Understand that we are stressed. We have our breaking point. Knowing that there might be areas where they can come in and help us to relieve some of our breaking points, instead of adding more and more on to us. Try to relieve some of those breaking points that we are reaching.

Throughout the interview process, several teachers described the need to feel supported as a main factor in determining high or low teacher morale. According to the teachers, when they felt supported, their morale was higher. When they were not supported, morale was lower. When describing support, one recurring factor that continued to surface was student discipline. When it comes to discipline, teachers expressed a strong desire to be supported by school administrators. While most teachers discussed negative experiences, Mary explained how, when dealing with discipline, her level of morale was positively impacted by her principal.

I had an incident with a child and just went to the principal. He was very supportive and very understanding. He worked with me to get something done, a behavioral management program for this child. It was very nice to have him help me in that situation and not just say, "I don't know. Just do whatever you want to do." That was very nice.

Nora described her experience with discipline and how her former principal's actions, or lack thereof, negatively affected her morale. However, she also related how a change in administration helped. She said:

The one area that I can see a big change for myself is probably in the discipline area. Just because I had a very, very, very, very tough class...a very tough class. It was one of those where at the end of the year you said, "We've got to put them somewhere and there's not enough classes to put them in" (laughing). You know? That was a tough year. That was a tough year. I didn't have a whole lot of parent support but I also didn't have a whole lot of administrative support. That wasn't their strong suit at that time so that was really hard. You know? Because I would do everything I felt like I needed to do in the class and then they

would come to the office and just kind of...it didn't seem like anything really got done. So if I had to be specific, that would be what has boosted my morale now because stuffs finally getting done. You know? I think the kids are seeing that, too. I think there's been a big change in the kids as well. They have that respect. They have that fearful respect, I think.

Francis, who has been teaching for over twenty years, also noted an experience that she had concerning discipline. According to the teacher, the actions of office personnel played an important role in how her morale was impacted. She said:

For me personally, I had an experience several years ago where I had a situation. I had done just about all I knew to do. I felt like just getting the administrator to talk with the student, that that might help the student. Knowing that I was going to go to her. And when I walked into the office and asked for a meeting, I saw the secretary's eyes roll to the principal like, "Here she is again." I've always taken care of my own problems. This was a rare situation. But I knew at that point that they didn't want to deal with me. So you can just imagine how it hurt my morale.

In many of the interviews that occurred, teachers outlined the profound role that parents play in teacher morale. Sarah elaborated, describing how she felt when the principal did not support her in a confrontation she had with a parent. She explained:

For me, a specific incident that took me to a low point was when I felt non-supported in a problem with a parent. I was not used to that because for many years, being a teacher here, the administration had always...the philosophy had been, we will be a united front. The door may close and I may disagree with you, but I will not disagree with you in front of the parent. But that was not the case. And so, that really hurt me because I feel like I work really hard to do a good job. So...to almost feel jumped on and not have that communication line open, I was hurt. I was not able to talk to the person prior to the incident that happened. So when it happened, the parent's side was automatically taken. My opinion and what I had to say felt very invalid. That took me to a very low point.

The positive impact the support has on the morale levels of teachers was clearly conveyed by Brooke, who shared how support and understanding have affected her personal level of morale. She identified leadership qualities that affect teacher morale at her school.

Support. Support from the top. Understanding. Being compassionate with that understanding. And feeling like you don't have someone who's bossing you, telling you

what to do. He's directing you, but you can also feel that he feels, that he understands and supports you. Some things he has to do, because he has to. But you can tell that he knows where you are and he's been there.

This feeling of support and understanding was echoed by another teacher who described a more personal experience she had during her career and how her morale was improved upon.

Ruby shared:

About two years ago, I lost my father. I was teaching here and the support I got from the teachers was unbelievable. And it was more than just a card and some flowers. It was, "You know, we know you're going through a hard time and we know you're trying to make it. We know you're busy with lesson plans and all new curriculum. Let's fix dinner for you and let's do this." And just those encouraging pats on the back. Sometimes it's that kind of stuff that's more important than the other stuff.

Joy was very candid with her personal experience in the classroom and how the support from administrators impacted her career. She talked about the struggle she felt in the past with not being supported and how a change in administrators helped her renew her passion for teaching.

I would say the current principal that we have was definitely a lifesaver for me. There was a period there where I just felt like I just don't have any support. I was looking at life and thinking, "Can I do this for thirty more years?" I hate to be at that place as a teacher because it's a calling. I want to come in every morning and say, "God use me." And I was really feeling like, I don't know if I can do this, just because I didn't have the support. It was in my heart but I was so frustrated.

Leadership Attributes (Teacher Rapport with Principal)

When describing the attributes that school leaders should possess, teachers presented a wide array of characteristics. For many, the items were personal in nature. That is, they were attributes that they longed for in a leader. For others, they were areas that they have seen or presently see in school leaders.

Mary discussed the importance of principals being enthusiastic at what they do.

Her school has experienced several principal changes over the past five years. Because of this, the expectations that have been placed on teachers have changed. This can be a stressful situation. Mary felt that it was very important for principals to maintain a positive outlook. She stated, “I think enthusiasm is a very good characteristic to have. I think it’s catchy. If you’re enthusiastic about it, we’re all going to be enthusiastic about it. However, if you’re not, then we’re not. It just catches on.”

Ruby elaborated a little further. She said, “They should be enthusiastic, organized, and caring. They need to not feel like they know it all. They should be open to suggestions and constructive criticism, because they have to give constructive criticism and sometimes they need it too.”

Other teachers described similar qualities. They felt that principals must be personable and friendly at school. While teachers understood the everyday stresses that principals face, they felt as if being positive and friendly were vital attributes for school leaders to possess. Hannah explained:

I think you have to be optimistic. You have to be open minded. I think you have to be an encourager and an uplifter. I think that as an administrator you definitely have to be optimistic and you have to be pleased that you’re holding the position that you’re holding. That it’s for the betterment of the school and the students and not because you want a bigger paycheck. I think you definitely have to put yourself out there for your teachers. That’s the reason you got in that position.

Rachel felt that principals must not only be friendly, but open to suggestions as well. She said:

It is important for principals to be friendly and open. You feel free to go in and talk with them and disagree with them without them taking it personal. We can disagree but it doesn’t mean that I’m criticizing them. We just don’t agree on the policy. So be able to disagree without people feeling like we’re criticizing them or undermining their authority.

Catherine expressed how she senses a shift that has occurred in education over the past ten years. She noted how teachers feel that they no longer have a say. In fact, she believed that parents have more input into what takes place in schools than teachers. According to Catherine:

Although I don't have vast years of experience, it almost seems like I have seen a shift away from...we don't feel like we're in control of what happens. We feel like parents have more say in what goes on than we do. It's very demoralizing for us to be telling the kids one thing and then if enough parents complain, it's changed and then suddenly we look like we don't know what we're talking about. I think the fact that we don't feel like we have a real say is the biggest thing that hurts our morale. And I think too, especially here, if you bring up a question or you want clarification, it's almost seen as a criticism. That's not how we intend it but that's how it's perceived. That's difficult.

Rebecca agreed with the friendliness aspect. She related her experience with an administrator who was often considered to be unfriendly and moody. She said:

They need to be sensitive to body language and facial expressions. They need to make sure they are not being offensive at times. I think they need to be the same person, everyday. When you're moody, teachers might feel as if you don't like them. When I approached the principal, I could see sour grapes. However, when other teachers did, it was all sunshine. I just think you have to be the same person everyday. I have to be in my classroom. My students need to know where they stand everyday that they walk in. They need to know who I am. They need to see the same person. A principal must be consistent with how you deal with people. It's very important to be positive, just like I need to be.

A veteran teacher identified several qualities that she believed school leaders should possess. Over the course of her career, Shelly stated that she did have principals that possessed the qualities, but described her current administrator as "...not a people person. Doesn't in my opinion possess the qualities of what an administrator should possess. May know what is going on at Central Office, but doesn't know what is going on teacher wise in their school." When describing the qualities that leaders should possess, she said:

Well, they need to be personable. They also need to be in the trenches with us. They've forgotten what it's like. They need to listen and they need to take into consideration what you have to say. It may have some benefits. They should not put you down. So, I think the main thing is being personable, listening, showing respect to those you work with, and taking some of the suggestions and trying them. It's not just saying it's going to be my way or no way. We want to be listened to, and we're not.

According to Beth, teachers are frustrated with the overwhelming number of new items that are added to the job responsibilities at her school. She noted many of the items as the "new thing" that her principal has learned at a conference. As she discussed leadership attributes, she continued by describing the frustrations of the teachers. She stated:

They should be a people person. They should be kind, but strong when it's called for. They should be out and visible. If they go to all of these so called conferences and learn all of these new ideas and inventions, then let's discuss it. Why not have them present the information to the entire faculty in professional development? They don't do this. Let's not just come back and play it out and say, "This is what we're going to do." Sometimes, they don't even know what it is we're going to do. Sometimes the teachers just get it word of mouth. We're doing this and this and this because the administration has told a few people and they just keep passing it along. They should sit down and have an orderly...and discuss it. They should say, "We're going to try this for six weeks." By doing this, everybody is on the same page.

Beth wasn't the only teacher who spoke of extended amounts of time that principals are away from the school campus. Flora simply stated, "If it's important for teachers to be in the classroom, then it's important for principals to be at school."

Joy agreed. When noting the attributes that principal must possess, she also described an issue with principals being away from the school setting. She said:

I think a principal should be a leader. They need to be someone who has a vision. They can see that vision and they know how to get there. Sometimes everybody has a vision but they don't want to do the hard work to get there. I think we have a great principal right now who can do that. He has a vision for the school and he definitely knows how to get there. I think the principal also has to know how to handle things swiftly and promptly. If I have a discipline problem, I want someone that is going to be here in the building. That was an issue before. They were never here. You could take a kid to the

office but there was nobody there. It was a party to go to the office. They need to be available...approachable. They need to be a leader.

Catherine was able to understand the heavy load of responsibilities that a principal carries. As she pointed out the characteristics of successful school leaders, she spoke about the importance of meeting the needs of all stakeholders. She said:

Sincerity. Honesty. They're in a tough position. I realize that. They are the ones who are ultimately responsible for what goes on here. That's hard. That's hard. I don't think any of us negate the fact that it's a very difficult position to be in. You have to be somewhat of a broker of relations between teachers and parents. I think honesty and sincerity across the board are important characteristics for leaders to have.

Kathy also understood the many roles and responsibilities of school leaders. She discussed the importance of maintaining the relational aspect of the job. She explained her beliefs in greater detail.

I think they not only have to have a good business sense to run the school, but I think they definitely need to be involved in the human resource aspect of it. Whenever we say this, I believe principals think, "Oh, you want me to walk through your classroom." No, not necessarily. I don't mean that. I just need to know that you believe I'm making a difference and that I'm giving it my best shot. So, what I think principals need is to do a better job at communicating with teachers. I don't mean communication so they can get on to the teachers. They just need to have human resource skills...communication. I think that's huge.

Interestingly, only one teacher identified a good work ethic as a characteristic that effective leaders should possess. Sarah described how principals should be hard workers. She elaborated:

First and foremost, I think you have to be a hard worker. You've got to be dedicated and you've got to be positive. I think a smile goes a long way. Leaders should be pleasant and approachable. They should be someone who is willing to sit down and discuss things with you, to try to meet you somewhere in the middle. I think probably for me, I'm a hard worker. I value people who work hard and have a good work ethic. So, that is number one to me...a work ethic. And then, a positive attitude is everything.

Workload (Teacher Load, Satisfaction with Teaching, Curriculum Issues)

Teachers who participated in the interview process were more than willing to discuss how increasing expectations are affecting the morale levels of teachers. Each teacher interviewed described the overabundance of work that is now placed on them. Factors such as NCLB, state standards, and county-wide curriculum requirements were at the forefront of the discussions.

According to Ruth, teachers are continually bombarded with new items to implement. She noted how her stress level was at an all time high and also stated that some teachers have even questioned their career choice because of the ever increasing workload. She said:

I think morale has changed for the worse. I think some of it is due to the pressure that teachers have in implementing the standards and the new reading program. I think teachers are stressed and overwhelmed. They just keep sending things down our way that, you know, it's got to be this way. It's difficult. I think some are now sitting back thinking, "Did I pick the right profession?" With the new standards being presented it's become harder. With No Child Left Behind, they want every child to be proficient by the third grade. Well, that would be great in a perfect world, but we don't live in a perfect world. We feel pressure. Plus, years ago our scores were not a big deal. Now, it's in the paper and it's on the news. So, you have that pressure that you've got to make sure that these kids can read by third grade. It's just not going to happen.

Sarah expressed many of the same concerns, but also worried about the relational aspect of teaching being lost. When describing how morale has changed over the course of her career, she passionately stated:

Unfortunately, I think it has gotten lower. I really feel like that is because we are asking classroom teachers to do so many things. At one time, you did your planning and whatever you needed to do and you went home. Many of us aren't able to do that anymore. It's a struggle being positive because we just keep getting more and more and more and nothing is taken away. So, that is very difficult. And, you're wearing many hats. You are being a nurse, a doctor, a lawyer, a mediator, a mother, a father, a principal at times, a disciplinarian. You know, you're wearing all of these hats and it just seems crazy sometimes. I think we only have so many hours in a day to spend with children. It seems it goes back to building personal relationships. The most important thing to me about being a teacher is having a personal relationship with students and having that rapport with them. They feel like they can trust you and talk to you. They know that you

love them and they are safe when they are with you. We don't get a lot of time to do that anymore because you have to check this off my list, turn this paper in, make sure I sign on the dotted line. We're crossing our t's and dotting our i's and there's so much bureaucracy that the relationship part of teaching is almost gone.

Joy felt that the extra pressures being placed on teachers are having a negative effect on students as well. She expressed great concerns about the appropriateness of the expectations that were being placed on the children in the classroom. She also explained how there was simply not enough time to accomplish the many tasks that she was expected to achieve during a typical school day.

What negatively affects my morale? I would say pressure. The amount of work that we're expected to do in a day. You're constantly on a schedule. Look at the curriculum and what we're expected to do with reading and math. And you look at all of the special pullouts and everything else that we have to do. Then you look at the hours in the day. It's not there. And when you're stressed and you're pushed, it carries over to those kids. They're just kids. And you've got to go with their pace. If they're not ready to move, you can't move. So, that would have a huge impact on teacher morale.

Throughout the interview process, several participants told about the frustration that teachers felt about the increased amounts of work being placed on them. According to one teacher, in addition to state and federal expectations, pilot programs were also added to the daily regimen. Dana explained:

I think teachers feel as if they are given additional responsibilities year after year, sometimes without appropriate motives and sometimes without appropriate training. I think that causes a sense of feeling overwhelmed, which of course impacts morale. Our school has been very aggressive in taking on new programs...piloting new programs. It seems that year after year we have additional programs that we are piloting. I think that those kinds of things tend to make a teacher feel overwhelmed. Like I said, we have piloted several new programs over the last six years. I think we would like to have a year when we come back to school and there is not a new program or even a new material, curriculum wise, that we have to deal with. We would just like to have a year with no major adjustments so we can just focus on teaching.

Teachers overwhelmingly agreed with the negative impact that the everyday workload is

having on morale. Some teachers even explained how their passion for the classroom was being lost to the expectations placed on them by leaders, some of which are no longer familiar with the classroom. According to Rachel, "...sometimes it seems like the people making the policy have no idea about what goes on in the classroom or the school." This sentiment was echoed many times throughout the interviews. Flora said,

Teachers are tired of decisions being made by people who have been out of the classroom for a long time. They aren't the ones having to implement all of the new strategies. However, they continue to make mandates without any input by teachers. It seems that every time they go to a conference they come back with new ideas. We don't get trained. We are just expected to implement their new ideas by figuring it out ourselves.

Ruby felt as if she could do a much better job at educating students if she were left alone to teach. She explained:

Sometimes you just don't feel like you have time to teach because there are so many other things. That's not just a direct leadership thing. It's from the Central Office and the state. You get overwhelmed and you just feel like, "If they would just let me teach, I could get my job done."

Debbie also felt that the expectations placed on teachers at her school were unrealistic. She did not think that teachers were given opportunities to teach to the best of their abilities. She expressed her genuine concern not only for the teachers, but the students as well.

Asking more and more has negatively affected morale at my school. You feel like you've got it under control and then it's like, "Now we are going to start doing this." Sometimes you feel overwhelmed because there is so much that you feel like you have to get done and there's not enough hours in the day. You feel like you're doing everything so quickly that you look back and think, "Did I really do the best job I can do? Are these children as prepared as I hoped they would be?"

Elizabeth described in detail how much of the enjoyment of teaching has been removed from the classroom because of the increased requirements to perform. She noted exciting activities that once sparked the students' imagination. However, those activities are now a thing

of the past. They have been replaced by paperwork and a structured reading program. Elizabeth said:

I think teacher morale over the last few years has gone down. This is from so much being added on us. There's more and more to do. I think teachers start to get overwhelmed and we kind of feel dumped on a little bit. I don't feel like we can enjoy our jobs like we used to. Can we do something special? I don't get to do a lot of fun things like I used to do because we're so bombarded with the amount of work that has to be done. Paperwork...and now there's so much emphasis on reading and it takes up all of our day. You know, we don't even get to do art anymore hardly. I feel like we have so much reading and math emphasis right now, especially reading. My science and social studies have kind of been pushed...we get it in when we can. If we have five minutes here, we can try to shove in a little time. It's not like I'd want to do. I would love to take a nature walk but they have to see it in a book because we don't have time to go outside anymore. I know that's been a problem for years. Every year it seems like more and more and more. I understand that they say we're producing more educated children. There may be payoffs, but I think we're pushing them too much.

Ruth also expressed her concern with the overemphasis that is placed on reading and math during the school day. She said:

Teachers have had a freedom in the past to just teach. Now, we are required to teach ninety minutes of reading, an hour of math. Before, you felt that you knew when your children succeeded. Now, it's kind of like we are being told when. We're being told how long to do what. So, it makes it difficult when you've been at it twenty years and you are made to feel as if you no longer know what you're doing professionally.

While it was evident that the workload requirement weighed heavily on the minds of the teachers interviewed, Nicole explained how the faculty at her school tried to remain unified despite the increasing expectations. She also described the important role that her administrator had in maintaining teacher morale.

With curriculum changes, more stress is going on. Teachers as a whole are really trying to keep that morale up and keep that morale going. We really support each other and our principal supports us a great deal, which is really good. I think as curriculum is changing, it's getting more and more demanding. With everything the county is trying to put in place...I think some teachers feel a little more stressed and a little more bogged down with things. Our administration and each other as a whole, we're just trying to hold each other up a little bit with the standards and curriculum changes. We do try to stay positive

but I can see the stress level. It does take a lot of time, outside time. I think probably some discipline too. I think that probably has had an effect on teacher morale.

Recognition (Teacher Rapport with Teacher, Community Support of Education)

Teachers expressed a desire to be recognized and praised. This need was not dependent upon the academic level taught. Instead, every person interviewed discussed recognition in one way or another. Because of this, it must be assumed that recognition plays a vital role in the morale levels of teachers. The experiences of teachers were quite different. Some felt that school leaders did a good job encouraging teachers through words and actions. Other leaders did not fare so well.

Kathy expressed the desire teachers have to be genuinely recognized for their hard work.

She said:

I think teachers, like any other human being, want to be told that they're doing a good job. They want to be recognized. They want to be recognized like everyone else, like we would do with our children. "Hey, good job. I appreciate what you're doing." They don't want to hear it in a generic letter. They want to hear, "I really appreciate you. I've noticed you do this in your classroom and you take time to do this. You spend the time." They don't want generic things.

Elizabeth communicated how she felt when she was recognized for the gains her students made on AIMS Web testing. She stated:

At the end of last year, I received a comment from my principal about how well my kids had done on AIMS Web testing. They made big gains from the beginning of the year to the end of the year. That really made my day. I thought, "You know, maybe I am getting something accomplished." You feel like there's so much on you but then, I felt like I was getting somewhere. That was a big moment when I said, "Okay, this is where I am supposed to be. This is what I am supposed to be doing." I feel like if we are appreciated, that helps a lot too.

When asked how the principal affected her morale, she continued by saying:

My principal tells us that we are doing a good job and that we are great teachers. We are constantly told the good things we are doing. We have wedding showers...if it's your

birthday, it is recognized. It affects morale. Little things...even though we are grown-ups, it's important.

Unfortunately, every teacher did not have a positive experience to describe concerning recognition. Some explained the lack of recognition at their schools. For example, one teacher said:

The only kind of recognition that had ever come down from the administration was...we used to get awards for teacher of the month. They were strictly selected by birth date and not by accomplishments in the classroom. So, teacher of the month didn't mean much previously.

Beth also expressed concern about a lack of recognition that takes place. She felt that previous administrators made a greater effort to praise the teachers. Because of this, morale has been hurt at her school. Beth believed that leaders must make an attempt to encourage and recognize their teachers. She explained:

I think with the previous administrators, they asked us how we felt and took us seriously. The principal would say, "You're doing a good job." Yes, I know that I mess up and I want to be told when I mess up. But just to be told that the administrator is on your side is a good thing. You feel like you're doing a good job. You know, it's just like your children, my children sitting in the classroom. I told all of them today that they are doing an excellent job coming back from the cafeteria. You just want to hear that every once in a while. It's worth a lot.

Ruby described her experiences in a completely different way. She detailed how important it was for leaders to compliment teachers. She explained how her principal not only compliments teachers, but exhibits general care for them. Her morale has been affected in a positive way. According to Ruby:

It's positive. He's complimentary. He asks questions about what we're doing. You feel like he cares. He supports you. If there's something that's happened, he will ask you about it instead of just assuming and jumping on it. That's a good thing.

During interviews, several teachers expressed the simple things that made them feel encouraged on the job. Rebecca mentioned simple things her principal did, such as placing notes of encouragement on the desks of teachers or in mailboxes. Other teachers described how words of encouragement positively affected morale. According to Jennifer:

My principal often times tells me I've been doing a great job and they appreciate what I do. Little things like that help. I mean, even things like, "I like the way you've set this up in your classroom." The teachers that I work with have thanked me for helping create a lesson plan or assignment. Anything like that does boost your morale. Anytime anybody gives you a compliment, no matter what the compliment is, I think it helps.

Sarah recounted how her principal has made an attempt to encourage her. She stated that the leader's actions have affected her in a positive manner. She explained:

In a positive way, my principal has taken the time to write me little notes to say I really appreciate what you did with a program I had been in charge of. Or, thank you for caring so much about our school. Those little bitty notes along the way, taking the time to make me feel like it matters, that's always a boost.

Toward the end of her interview, Catherine was able to recognize the huge responsibility school leaders have in maintaining high levels of teacher morale among staff members. She described her feelings:

It just sounds like it puts so much on administration because it really does. Everybody wasn't to feel like they are appreciated. There have been a couple of times that the administration has said, "I appreciate what you do and that's all it takes. That all it takes. For them to say, "I know you are doing what you think is best for your students." That's all it takes.

While many teachers noted how recognition by the administrator has improved their level of morale, Debbie communicated how parents also play an important role in teacher morale. She explained:

I think the thing that really brings my morale up is parents. We have wonderful parents at this school. They are so supportive and they send little notes of encouragement. I even have parents that will email me or send me a note that says they are praying for me. That

just means a lot to know that they have confidence in you and that they really do care about their child and the teacher.

Change (Teacher Load)

Several teachers interviewed expressed how the changes that have been made in education have affected their personal levels of morale and job satisfaction. While some seemed to understand the reasons for change, an overwhelming number of participants described how too much change has taken place. According to the teachers, this has negatively affected their morale.

Nora pointed out how continual change has affected teachers in the classroom setting. She discussed the stress level of teachers and how new requirements inhibit teachers from being creative in the classroom. According to the teacher, raising standardized test scores has taken precedence over a love for learning and what's best for the students. She explained,

Teachers in our system feel overwhelmed by the number of changes that are being made. The changes are never gradual. Decisions are being made by Central Office personnel who have been out of the classroom for a number of years. They want to continue to place more expectations on us without taking anything away. It affects my morale because we constantly have to stretch our time in the classroom. As a teacher, I want to be creative and make things fun for the kids but we don't have time to do that anymore. For instance, take all of the reading components. Special Ed has demanded more and more out of us. If they want to make changes, let's do what's best for the kids. Let's not do what's best for the scores. They want to say that the changes are for the kids but they're not. The changes are for the scores. As long as our scores are up, who cares whether the kids are enjoying school? Who cares whether they no longer want to read? Let's just get our scores up.

Brooke also expressed how continual change has affected the level of stress that teachers at her school feel. She related how the extra pressures are being passed from the Central Office level down the pipeline to the teachers. She described,

I think a lot of it has been pressures from administrators at the Central Office level. Then, it is passed down to the principal level which is then being passed on to the teachers.

There are too many changes being made, too fast. They're adding more and more on to us, and um...I feel like they're watching us more. They're popping into our rooms more and that adds a lot of pressure on us.

Rebecca echoed Brooke's sentiment about the extra pressure that change has placed on teachers in the classroom. She discussed not only changes being made with the mandated curriculum, but with extra expectations as well. Rebecca said,

About three years ago we were asked to pilot a program. We had someone tell us to read this book and I read the book two or three times. I then made things for my classroom based on things I had read. Then...halfway through the year, things changed. Then it was, "No! We don't do this, we focus on this and we do this." I felt like I had to redo everything and I had worked very hard. We were expected to do things a certain way and then all of a sudden they changed it. I felt like they should have researched it and known more about what they were doing before they asked us to do it.

Flora also described how change has affected the morale levels of teachers. She discussed how newly implemented programs at her school placed large amounts of stress on teachers. She also told how teachers were not given an opportunity to provide input about the new expectations. She explained:

Our system is always jumping on every bandwagon that comes around. At one time the cure all answer to the reading problem was Accelerated Reader. We did that for years. Teachers and students and parents were sick of it. It was all we heard about. It was all about competition between schools. They even told us that we would lose our library assistants if we didn't keep our points up. A few years later we went to the Guided Reading program. That was supposed to be the cure all answer. It was Guided Reading and A.R. Then after Guided Reading we went to Reading Recovery. We were still doing A.R. We invested tons of time and money into training teachers. Then, we left the Reading Recovery program and the teachers became literacy coaches. They taught Framework for Literacy. Now, we're incorporating the Tier 3 model due to No Child Left Behind. We're still doing A.R. The Reading Recovery teachers are now called Instructional Leaders. All of this has happened in the last ten years. You want to know why teachers are overwhelmed by all the changes that have been made? Now you know. Did they ever ask us what we thought about their ideas? No. When we express concerns, we're told that we're professionals and we'll find a way for it to work.

Heidi recognized that changes must take place in education in order for growth to occur.

However, she also felt that the changes presently being made will change later on. She specifically described No Child Left Behind and other standardized tests. She said:

I have learned to just do my best and deal with the groups of children that I have. I know that the NCLB, state testing, and state standards are important now. This is what the state and federal government are emphasizing now. There will be something else on down that road that they will be working toward. It seems that for the last 100-150 years, education has been a history of trial and error. I have taught 37 years and this seems so true to me. I know that I have to work with the students that I have at the level that they come to me and deal with NCLB, state testing, and state standards. I am very conscientious about following anything new that comes along and doing what was recommended. I do not get depressed as I have in the past. I could see where teacher morale could be low with the emphasis that is placed on these items. About the time that we get this NCLB, state testing, and state standards down pat, they will change to something else. Then we start another cycle of trial and error.

Throughout the interview process, teachers expressed how continual change has affected their morale. The majority of teachers felt that the changes being made hurt their morale and job satisfaction. However, one teacher described how things seem to be getting better. According to Debbie, she was once negatively affected by all of the changes that were being made. However, talked about how her morale seems to be improving. She elaborated:

I would say this year it has changed for the better. Two or three years ago I would say it had changed for the worse because that was when we were going through piloting a lot of programs. There was a lot of change going on. There were a lot of extra hours involved...a lot of extra things to do. This year, it seems to be more of an upswing.

Although *Teacher Salary* was a factor area included in the PTO analysis, no interviews conducted with teachers included any comments about or references to salaries and related issues. Therefore, no analysis of teacher interview responses related to salaries was included.

Research Questions

Research Question 1: What factors are held in common between elementary school teachers regarding morale and satisfaction?

Post hoc analysis results (see Table 4.0) provided a close observation of significant differences that existed among the elementary schools in six out of ten factor areas. The six areas included Teacher Rapport with Principal, Rapport Among Teachers, Teacher Load, Curriculum Issues, School Facilities and Services, and Community Pressures. Factor areas that showed no significant differences were Satisfaction with Teaching, Teacher Salary, Teacher Status, and Community Support of Education.

In the factor area, Teacher Rapport with Principal, School D ($M = 70.12$) had a significantly higher mean than School C ($M = 54.52$) and School B ($M = 62.22$). School E ($M = 72.65$) also had a significantly higher mean than School C ($M = 54.52$) and School B ($M = 62.22$). The factor, Rapport Among Teachers, also showed significant differences among elementary schools. School D ($M = 51.19$) produced a significantly higher mean than School A ($M = 44.52$) and School C ($M = 44.76$). School E ($M = 50.96$) had a significantly higher mean than School A ($M = 44.52$) and School C ($M = 44.76$). In the area of Teacher Load, Elementary School B ($M = 32.11$) had a significantly higher mean than that of Elementary School C ($M = 24.08$). School E ($M = 33.43$) also had a mean that was significantly higher than School C ($M = 24.08$). Results from the factor area, Curriculum Issues, also showed significant differences between schools. School B ($M = 16.59$) produced a significantly higher mean than School A ($M = 15.13$). School D ($M = 16.39$) also had a significantly higher mean than School A ($M = 15.13$). The factor area, School Facilities and Services, showed significant differences between two schools. School B ($M = 16.04$) had a significantly higher mean than School A ($M = 12.39$). The last factor area that showed significant differences between elementary schools was Community Pressures. The mean of School D ($M = 15.89$) was significantly higher than that of

School C ($M = 13.64$). The mean of School E ($M = 16.57$) was significantly higher than School B ($M = 14.59$) and School C ($M = 13.64$).

The first research question addressed factors that are held in common between elementary teachers. The quantitative data is conclusive. Similarities exist among elementary teachers only in the areas of Satisfaction with Teaching, Teacher Salary, Teacher Status, and Community Support of Education. Because significant differences are found in the other six factor areas, they cannot be considered as common among teachers.

Qualitative data provided an in-depth understanding of the various issues that affect the level of teacher morale in elementary schools. While the responses of each teacher interviewed were different, several unifying areas surfaced concerning morale. Every teacher interviewed described how the school's leader has the ability to affect, either positively or negatively, levels of teacher morale. Teachers described characteristics that leaders should possess such as a positive attitude, excellent character, strong communication skills (listening), a supportive nature, a vision for the future, and a good manager of resources. When considering the quantitative data, School E produced the highest mean score ($M = 72.65$) in the factor area Teacher Rapport with Principal. Post hoc analysis showed significant differences existed between School E ($M = 72.65$) and School C ($M = 54.52$), and School E ($M = 72.65$) and School B (62.22). This would seem to suggest that the relationship that teachers have with the principal more negatively affects teacher morale at School C and School B than it does at the remaining three schools.

Over 70% of elementary teachers interviewed discussed the overwhelming effect an increasing workload is having on their personal levels of morale and workplace satisfaction.

Many described how changes being made by leaders, either at the Central Office or school level, add to their daily workload requirements. According to the teachers, many of the changes are either unnecessary or are having negative consequences on their morale. The quantitative data showed that School E had the highest mean score ($M = 33.43$) in the factor area Teacher Load. Post hoc analysis confirmed that significant differences were found between two schools, School E ($M = 33.43$) and School C ($M = 24.08$). This implies that teachers at school C ($M = 24.08$) are more negatively affected by the everyday workload than teachers at the other four elementary schools. Another factor that surfaced repeatedly was the importance of teacher input into decision making. Teachers were unified in their belief that teachers should be provided with opportunities for input into decision making processes that affect them. They did not want to simply be heard. They wanted to be heard and their suggestions taken to heart.

Research Question 2: What factors are held in common between middle school teachers regarding morale and satisfaction?

In addition to qualitative data collected, grand mean scores provided an opportunity to closely examine the commonalities of middle school teachers in each of the PTO's ten factor areas. The scores for each area are presented in Table 4.11.

Grand mean scores indicated that the morale of middle school teachers is most positively affected by the factor areas Satisfaction with Teaching (3.42), Rapport Among Teachers (3.12), and Community Support of Education (3.00), all of which fall at or above the 3.00 level. The three lowest scoring factors are School Facilities and Services (2.84), Teacher Rapport with Principal (2.56), and Teacher Salary (2.42).

Table 4.11: Middle School Grand Mean Scores

Factor Area	Grand Mean Scores
Teacher Rapport with Principal	2.56
Satisfaction with Teaching	3.42
Rapport Among Teachers	3.12
Teacher Salary	2.42
Teacher Load	2.99
Curriculum Issues	2.92
Teacher Status	2.96
Community Support of Education	3.00
School Facilities and Services	2.84
Community Pressures	2.98

Middle school teachers interviewed described their love for teaching, the students, and education in general. Although the morale of teachers has been negatively impacted by certain factors, their love for teaching remains. According to Shelly, “I love my job and that’s why I’m here. That keeps me going even though I’m not happy with some of the other things.”

As previously stated, Satisfaction with Teaching produced the highest score among middle school teachers (3.42). In addition to their satisfaction with teaching, those interviewed also described their rapport with other teachers. They spoke of how the relationships they have formed with fellow teachers in the school have influenced their personal levels of morale and job satisfaction. Many teachers described how their individual teams have become like family to them. The factor area, Rapport Among Teachers, produced the second highest score among the

teachers (3.12). Although Teacher Salary was the lowest scoring items in the quantitative data (2.42), not one teacher interviewed spoke about issues with salary. However, throughout the interview process, every teacher discussed the important role that principals have in either increasing or decreasing levels of teacher morale. This supports the quantitative data since Teacher Rapport with Principal was one of the lowest scoring factors (2.56). The teachers spoke of the characteristics that leaders should possess. Some teachers were content with the current administration, while others expressed great displeasure. Whichever the case may be, the fact remains that leaders play a very important role in influencing teacher morale levels, either positively or negatively.

Research Question 3: What leadership qualities do teachers believe affect their individual levels of morale and satisfaction in a positive manner?

Teachers described in detail the qualities that school leaders should possess in order to positively affect teacher morale and satisfaction. The attributes they felt most important in order of occurrence, were strong communication skills (listening), excellent character (integrity, sincerity, honesty), caring, personable (friendly), supportive, trustworthy, visionary, and a good manager of resources (organizational skills).

Research Question 4: What leadership qualities do teachers believe affect their individual levels of morale and satisfaction in a negative manner?

Teachers involved in the interview process described not only qualities, but personal experiences that have negatively affected individual levels of morale and satisfaction. Through the experiences described, leadership attributes surfaced that had, and continue to have, a

negative impact on the teachers involved. As they spoke of the events, adjectives such dishonest, disrespectful, intimidating, prideful, rude, and unfriendly were described.

Research Question 5: Do higher or lower levels of morale and satisfaction exist in certain schools? If so, what type of leadership style is practiced by the administrator?

In order to determine whether higher levels of morale and satisfaction exist in certain schools, one-way ANOVA data were used to provide a comparison between the means of the six schools in each factor area of the *Purdue Teacher Opinionnaire* (Bentley & Rempel, 1980). A comparison of means is presented in Table 4.12.

Quantitative data showed that significant differences existed among the six schools in seven out of ten factor areas. Satisfaction with Teaching, Teacher Salary, and Teacher Status showed no significant differences between schools. In Teacher Rapport with Principal, School E produced a significantly higher mean than School F, School C, and School B. In Rapport Among Teachers, School D had a significantly higher mean than School F, School A, and School C. In the factor, Teacher Load, the mean of School E was significantly higher than that of School C. In Curriculum Issues, School B had a significantly higher mean than School F and School A. In the factor, Community Support of Education, School E had a mean that was significantly higher than that of School F. In School Facilities and Services, the mean of School B was significantly higher than the mean of School A. In the final factor, Community Pressures, School E had a mean that was significantly higher than that of School C, School B, and School F.

Table 4.12: Comparison of Means

Factor	Higher Mean	Mean Score	Lower Mean	Mean Score	Difference
Teacher Rapport with Principal	School E	72.65	School F	51.13	21.52*
			School C	54.52	18.13*
			School B	62.22	10.43*
			School A	66.17	6.48
			School D	70.12	2.53
Satisfaction with Teaching	School E	72.48	School A	68.00	4.48
			School F	68.38	4.10
			School C	69.28	3.20
			School D	70.92	1.56
			School B	71.26	1.22
Rapport Among Teachers	School D	51.19	School F	43.62	7.57*
			School A	44.52	6.67*
			School C	44.76	6.43*
			School B	48.30	2.89
			School E	50.96	.23
Teacher Salary	School A	18.30	School F	16.93	1.37
			School B	17.59	.71
			School E	17.61	.69
			School C	17.76	.54
			School D	17.85	.45
Teacher Load	School E	33.43	School C	24.08	9.35*
			School D	30.39	3.04
			School A	30.91	2.52
			School B	32.11	1.32
			School F	32.84	.59
Curriculum Issues	School B	16.59	School F	14.62	1.97*
			School A	15.13	1.46*
			School C	15.20	1.39
			School E	16.09	.50
			School D	16.39	.20
Teacher Status	School E	25.70	School A	22.91	2.79
			School F	23.69	2.01
			School B	23.96	1.74
			School C	24.84	.86
			School D	24.89	.81
Community Support of Education	School E	17.09	School F	15.02	2.07*
			School A	15.48	1.61
			School C	15.48	1.61
			School B	16.82	.27
			School D	16.89	.20

Table 4.12: Comparison of Means (cont'd)

Factor	Highest Mean	Mean Score	Lower Mean	Mean Score	Range
School Facilities and Services	School B	16.04	School A	12.39	3.65*
			School D	13.92	2.12
			School F	14.22	1.82
			School E	15.26	.78
			School C	15.84	.20
Community Pressures	School E	16.57	School C	13.64	2.93*
			School B	14.59	1.98*
			School A	14.83	1.74
			School F	14.91	1.66*
			School D	15.89	.68

Table 4.12 displayed the mean responses to the ten factors by schools. Overall, School E had the highest levels of morale and satisfaction of the schools involved in the study as measured by means. Elementary School D followed. When considering the leadership style presently at work in both schools, teachers at these two sites identified their principals as transformational. Both leaders were described as ambitious and possessing a vision for the future. The leaders are perceived as communicating well with the teachers and providing opportunities for collaborative decision making. During the interviews, teachers described the principal at School E as involved, caring, and supportive. The principal at School D was described as enthusiastic, organized, and complimentary.

School F and School C had the lowest levels of morale and satisfaction of the participating schools as measured by means. Teachers at School F described their principal as possessing primarily transactional qualities, although some noted that this individual appeared to be attempting to change leadership approaches to become more transformational. Teachers at School C had differing opinions as well. Comments from these teachers noted that the administrator at School C afforded teachers little input into decisions, assigned an overwhelming

amount of work, and placed expectations too high. However, School C respondents also noted that their principal did demonstrate concern for them as individuals.

Summary

Chapter 4 presented results from surveys and interviews that were administered to teachers in the elementary and middle schools involved in the study. One-way ANOVA and Tamhane post hoc analysis showed significant differences between the five elementary schools included in this study in six out of ten factor areas. The four areas that showed no significant differences were Satisfaction with Teaching, Teacher Salary, Teacher Status, and Community Support of Education. However, when the middle school results were added, the analysis found significant differences in seven out of ten factor areas. Grand mean data provided a method of examining the factors that affect the morale of middle school teachers. The scores indicated that morale was positively affected by the factor areas Satisfaction with Teaching (3.42), Rapport Among Teachers (3.12), and Community Support of Education (3.00), all of which fall at or above the 3.00 level. The three lowest scoring factors were School Facilities and Services (2.84), Teacher Rapport with Principal (2.56), and Teacher Salary (2.42).

Blind interviews were conducted with a representative sample of teachers from each school. The interviews provided detailed information regarding teacher morale and the effect that leadership has on morale. Seven major themes arose from the transcribed interview data: communication, teacher input, sense of support, leadership attributes, workload, recognition, and change. Following collection and analysis of quantitative and qualitative data, answers to the five research questions became apparent. Both survey and interview data provided the researcher

with results that addressed the first, second, and fifth research questions. The remaining two questions were answered by interview results alone.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to examine teacher morale and leadership practices as perceived within elementary and middle school teachers and between elementary and middle school teachers within one southeast Tennessee system. While previous research has been conducted on teacher morale (Evans, 2001), job satisfaction (Crossman & Harris, 2006), and school leadership (Wahlstrom & Louis, 2008), this study contributed to the body of literature by examining the responses of elementary and middle school teachers in regard to teacher morale and effective leadership practices. Because the literature suggested that a direct connection existed between the principal and teacher morale (Evans, 2001), school leaders must understand the factors that influence morale and be able to address those factors appropriately through effective leadership strategies.

Overview of Literature

The importance of maintaining high levels of teacher morale cannot be overstated, because teachers have the ability to affect the overall environment of the school, both socially and academically (Bogler, 2001; Finnigan & Gross, 2007). When teacher morale is high, the self-esteem (Peck, Fox, & Morston, 1977) and achievement levels (Bogler, 2001; Jordan, 1986) of students are positively affected. Because of these outcomes, it is very important not only to determine the factors that affect teacher morale, but also to train school leaders in effective practices by which high levels of teacher morale can be maintained.

According to the literature, over the past several years, the expectations for schools have continued to increase while the morale levels of educators have spiraled downward (Finnigan & Gross, 2007; Olsen & Sexton, 2008). These ever-increasing pressures to perform have mounted and exert a negative effect on levels of teacher morale in schools (Tye & O'Brien, 2002; Valli & Buese, 2007). In fact, one study conducted by Gardner and Oswald (1999), found that teachers were less satisfied than any other group of professionals. In another study conducted by Perie and Baker (1997), only 26% of high school teachers were highly satisfied in their work environments. If the research that exists is accurate, the question must be posed: What can be done to improve teacher morale?

Motivating others is not an easy task to accomplish. Therefore, school leaders must possess a basic understanding of motivational theory in order to meet the needs of teachers and must also identify a leadership style which fits his or her personality and preference. The literature reviewed for this study addressed theories of motivation and theories of leadership styles. However, as a result, the primary theories which served as the conceptual framework for this dissertation were Maslow's *Hierarchy of Needs* (1943) and McGregor's (1960) *Theory X* and *Theory Y*, both of which are summarized in this chapter.

Maslow (1943) described levels of need which were imperative if an individual was to be expected to perform up to his or her potential. The levels included physiological needs, security needs, belonging needs, esteem needs, and self-actualization needs. The model targeted an individual's desire to be rewarded. Rewards that were sought after were based on the various stages in one's life. McGregor (1960) provided a framework commonly used in areas of management and motivation which described two different types of leaders, Theory X and

Theory Y. Theory X leaders were authoritarians who believed that leaders must control the workforce, and Theory Y leaders were those who believed that people would be motivated if provided with opportunities to “buy-in” to the mission and goals of the organization. These two diverse types of leaders can also be related to the styles which the literature identifies as transactional (Theory X) and transformational (Theory Y).

In the educational setting, school leaders who embrace Theory X most closely align with transactional leader characteristics. These individuals tend to be authoritarian, providing limited opportunities for input into decision making. They are detail oriented and focus on results rather than the process or the individuals involved. On the other hand, Theory Y leaders are most similar to transformational leaders and, according to Burns (1978), attempt to convert “followers into leaders and may convert leaders into morale agents: (p. 4). These individuals believe that the talents of each individual can be beneficial to the organization and the pursuit of its goals. The literature suggested that authoritarian forms of leadership negatively affect teacher morale levels (Blase & Blase, 2002; Tschannen-Moran, 2009). However, when teachers are provided opportunities for input into decision-making, morale is high (Conley, 1991; Ives, 1993; York-Barr & Duke, 2004).

While differences do exist between transformational and transactional leadership, Covey (1991) believed there is a need for both. Transformational leadership provides exceptional support for development and growth in an organization. Without it, issues of power and politics dominate the workplace (Covey, 1991). Transactional leadership provides the framework that is needed for immediate goals to be met. Tracy and Hinkin (1998) described transformational leadership as a style that motivates others through credibility, a vision for the future, and a moral

foundation. They described transactional leadership as a style that is established on standards and organizational bureaucracy. According to Gardner (1990), transformational leadership renews an organization while transactional leadership accepts the status quo.

The literature also described the role that leaders play in promoting teacher morale. That role should not be underestimated. Studies conducted by Evans (2001) and Whittaker (1999) found the principal played an important part in promoting high levels of morale among teachers. The literature suggested that the most effective leaders possess certain characteristics: House and Podsakoff (1994) emphasized the importance of strong communication skills; Gorton and Snowden (1998) described attributes such as integrity, loyalty, and trustworthiness; McEwan (2003) felt that leaders much possess a vision for the future; and Covey (1991) expressed the importance of leaders possessing a desire to serve others. While a wide range of opinions exists regarding the characteristics that effective leaders possess, one fact is undeniable: leaders affect others.

Research Methodology

The purpose of this descriptive study was to examine teacher morale and leadership practices as perceived within elementary and middle school teachers and between elementary and middle school teachers within one southeast Tennessee system. The researcher used the *Purdue Teacher Opinionnaire* (Bentley & Rempel, 1980) and an interview instrument to answer the five research questions. This qualitative instrument was used to embellish and expand the details collected from the quantitative survey administered.

Discussion

Once all quantitative and qualitative data were collected and analyzed, answers to the five research questions became evident. Survey and interview data provided the researcher with results that addressed the first, second, and fifth research questions. The remaining two research questions were answered by interview results alone. While information collected from the qualitative interview instrument were not definitive, these responses were anecdotal and provided additional personal insights of participating respondents.

Research Question 1: What factors are held in common between elementary school teachers regarding morale and satisfaction?

Post hoc analysis results showed similarities among elementary teachers in the factor areas: Satisfaction with Teaching, Teacher Salary, Teacher Status, and Community Support of Education. Elementary teachers who consistently rated these factor areas on the PTO higher also described their principals as possessing characteristics typical of a transformational or Theory Y leader. These characteristics include believing that people enjoy working, that individuals have the ability to direct themselves, and that with praise or rewards, teachers will assume extra responsibilities.

Every interview conducted with elementary teachers indicated that leaders play a vital role in teacher morale levels. The teachers described attributes that leaders should possess such as a positive attitude, excellent character, strong communication skills (listening), a supportive nature, a vision for the future, and a good manager of resources. Without identifying a particular approach, teachers were actually describing a transformational leader. On the other hand, 70% of interview participants discussed the negative effect that an increasing workload can have on their

personal levels of morale. It is apparent that elementary teachers prefer to work for an administrator who provides motivation and emotional support.

Research Question 2: What factors are held in common between middle school teachers regarding morale and satisfaction?

Grand mean data showed that the factors Satisfaction with Teaching and Rapport Among Teachers, were the two highest scoring factors of middle school teachers. The two lowest scoring factors were Teacher Salary and Teacher Rapport with Principal, in that order.

Interview data indicated that middle school teachers love teaching. They described their love for the classroom and students in general. The teachers also noted how their relationships with other teachers play an important role in their morale. Quantitative data showed Teacher Salary to be one of the lowest scoring factor items. At no time during interviews was salary mentioned. Like elementary teachers, middle school teachers also described characteristics that leaders should possess. The attributes mentioned included excellent communication skills, moral character, a caring heart, and friendliness. Again, these characteristics are most closely aligned with those demonstrated by a transformational leader. Middle school teachers were unified in their belief that leaders play an important role in teacher morale levels. While some placed ultimate responsibility on the leader, others felt that morale is ultimately in the hands of the individuals themselves.

Research Question 3: What leadership qualities do teachers believe affect their individual levels of morale and satisfaction in a positive manner?

Teachers involved in the interview process described characteristics they believed leaders should possess in order to positively affect teacher morale and satisfaction. The attributes

they felt most important, by order of occurrence, were strong communication skills (listening), excellent character (integrity, sincerity, honesty), caring, personable (friendly), supportive, trustworthy, visionary, and a good manager of resources (organizational skills). Maslow's (1943) Hierarchy of Needs clearly outlines those needs which, once met, enable a person to feel valued and accepted. These are reflected in the attributes identified as important in a school leader.

Research Question 4: What leadership qualities do teachers believe affect their individual levels of morale and satisfaction in a negative manner?

Teachers described not only qualities, but personal experiences that have negatively affected individual levels of morale and satisfaction. Through the experiences described, leadership attributes surfaced that had, and continue to have, a negative impact on the teachers involved. As they spoke of the events, adjectives such dishonest, disrespectful, intimidating, prideful, rude, and unfriendly were described. Each of these may be evident in a leader who ascribes to Theory X style of leadership. Such administrators operate in an authoritarian manner, including faculty members in few decisions and failing to rely upon collaboration as a key element to success.

Research Question 5: Do higher or lower levels of morale and satisfaction exist in certain schools? If so, what type of leadership style is practiced by the administrator?

Quantitative data showed Elementary School E to possess the highest levels of teacher morale scores of the schools involved in the study as measured by means. School D followed. Teachers at the two schools used adjectives such as involved, caring, supportive, enthusiastic, organized, and complimentary to describe the principals. These attributes are characteristic of leaders that practice a transformational style of leadership. School F and School C had the lowest

levels of teacher morale scores as measured by means. Teachers at the two schools described the leaders as possessing transactional qualities. Therefore, one can assume that a transformational style of leadership is more effective in producing high levels of teacher morale, while a transactional style negatively affects morale.

Conclusions

The findings of this study may prove beneficial to educational leaders at all levels. After analyzing the factors that affect teacher morale and the connection that exists between school leadership practices and morale levels, several conclusions can be made.

1. Teacher morale was positively affected by teachers' satisfaction for teaching and the relationships they have formed with other teachers. Teachers love what they do and they enjoy the friendships they have with colleagues.
2. Teacher morale at the elementary level was negatively affected by the amount of work that is placed on teachers. Workload was described by 70% of elementary teachers as a major contributing factor in low levels of morale.
3. Teacher morale at the middle school level was negatively affected by salary and the rapport teachers have with the principal. Although salary was a contributing factor that arose in survey data, at no time was it discussed in the interview process.
4. Elementary and middle school teachers involved in the study felt the need for more input into decision making processes.
5. School E produced the highest level of teacher morale among the six schools involved in the study.
6. School C produced the lowest level of teacher morale among elementary schools.

7. School F, a middle school, produced the lowest level of teacher morale among the six schools involved in the study.
8. Teachers felt that effective leaders should possess the following characteristics in order to positively affect teacher morale: strong communication skills (listening), excellent character (integrity, sincerity, honesty), caring, personable (friendly), supportive, trustworthy, visionary, and a good manager of resources (organizational skills).
9. Teachers felt that leaders who possess the following characteristics negatively affect teacher morale: dishonest, disrespectful, intimidating, prideful, rude, and unfriendly.

Implications for the Study

Teacher morale has been closely connected to the overall environment of the school, both socially and academically (Bogler, 2001; Finnigan & Gross, 2007). Studies have indicated that when morale levels are high, the self-esteem (Peck, Fox, & Morston, 1977) and achievement levels (Bogler, 2001; Jordan, 1986) of students are positively affected. Research also indicates that highly talented teachers are leaving the profession at astounding rates (Ingersoll & Smith, 2003) because of various factors that include low job satisfaction and the pursuit of other careers (Ingersoll, 2001). Because of these outcomes, it is very important to not only determine the factors that affect teacher morale, but to train school leaders on effective practices by which high levels of teacher morale can be maintained.

The overall goal of this research was to examine teacher morale and leadership practices within elementary and middle school teachers and between elementary and middle school teachers within one southeast Tennessee system. The researcher wanted to determine the factors that influence teacher morale at both the elementary and middle school levels, and to examine

the similarities and differences that exist between the two levels. Once the factors were determined, the researcher sought to discover the role that leadership has in maintaining high levels of morale among teachers. The survey and interview instruments presented the answers to the study. While some findings may be considered disheartening, without a better understanding of the factors that influence morale, improvements cannot be made.

Recommendations

This study sought to examine teacher morale and leadership practices within elementary and middle school teachers and between elementary and middle school teachers within one southeast Tennessee system. The findings of this study have provided an opportunity for the following recommendations to be made:

1. Teachers overwhelmingly expressed a desire for input into decision making processes. According to the literature (Bolman & Deal, 2002), effective leaders aren't threatened by feedback. Instead, they view it as an opportunity for growth. Therefore, ongoing teacher involvement should be sought during regular faculty meetings, grade level meetings, teacher advisory meetings, and face to face consultations.
2. Teachers expressed the importance of leaders possessing certain attributes in order to promote high levels of teacher morale. The attributes included: strong communication skills (listening), excellent character (integrity, sincerity, honesty), caring, personable (friendly), supportive, trustworthy, visionary, and a good manager of resources (organizational skills). The attributes mentioned are characteristic of transformational leaders (Burns, 1978). Therefore, professional development should be conducted during the summer months for school leaders on teacher morale and the factors that effect

teacher morale. The leaders will also be trained on effective and ineffective styles of leadership, as well as appropriate leadership practices.

3. Teachers overwhelmingly expressed a desire to be appreciated for their efforts and hard work. The findings indicated that some principals do an excellent job providing encouragement and support to teachers, while others did not. Because teachers indicated that feelings of self-worth and accomplishment impact their personal levels of morale, and teacher morale is directly connected to the overall environment of the school (Bogler, 2001; Finnigan & Gross, 2007), all attempts should be made to provide ongoing recognition to teachers (Maslow, 1943; McGregor, 1960). Therefore, school leaders should develop a teacher recognition program that will acknowledge the hard work, dedication, and accomplishments of every teacher on a regular basis. If the task is too great, leaders may enlist the help of parent volunteers, community members, and additional stakeholders.
4. Because findings indicate that improvements in teacher morale and leadership are necessary, the school system should create a system-level position to oversee professional development and support. The PDS (Professional Development and Support) director would be responsible for planning and implementing professional development training for administrators, teachers, and support staff. This individual would also be responsible for the development and implementation of a system-wide teacher recognition program.

Recommendations for Future Study

The findings of this study have provided a framework by which recommendations for future study can be made. The recommendations include:

1. The study should be expanded to include every elementary and middle school in the system. By doing this, a broader understanding of the system's overall teacher morale level can be attained. Additionally, a wider snapshot of leadership practices currently being used in the system can be analyzed and improved upon.
2. High school teachers should be included in the study. It is possible that factor differences exist between elementary, middle school, and high school teachers.
3. School leaders should be interviewed and given opportunities to express their beliefs about teacher morale. The findings should be included in the study.
4. The study should be broadened to include other school systems in the immediate area. By doing this, more effective strategies for improving teacher morale can be determined. This would enhance communication between and among these systems.

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APPENDICES

Appendix A

The Purdue Teacher Opinionnaire **Prepared by Ralph R. Bentley and Averno M. Rempel**

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly. Please do not record your name on this document.

Read each statement carefully. Then indicate whether you (1) agree, (2) probably agree, (3) probably disagree, or (4) disagree with the statement. Shade the box below your choice.

1. Details, "red tape," and required reports absorb too much of my time.
2. The work of individual faculty members is appreciated and commended by our principal.
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal.
4. The faculty feels that their salary suggestions are adequately transmitted by the administration to the school board.
5. Our principal shows favoritism in his/her relations with the teachers in our school.
6. Teachers in this school are expected to do an unreasonable amount of record keeping and clerical work.
7. My principal makes a real effort to maintain close contact with the faculty.
8. Community demands upon the teacher's time are unreasonable.
9. I am satisfied with the policies under which pay raises are granted.
10. My teaching load is greater than that of most of the other teachers in our school.
11. The extra-curricular load of the teachers in our school is unreasonable.
12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth.
13. My teaching position gives me the social status in the community that I desire.
14. The number of hours a teacher must work is unreasonable.
15. Teaching enables me to enjoy many of the material and cultural things I like.
16. My school provides me with adequate classroom supplies and equipment.
17. Our school has a well-balanced curriculum.
18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers.
19. Teaching gives me a great deal of personal satisfaction.
20. The curriculum of our school makes reasonable provision for student individual differences.
21. The procedures for obtaining materials and services are well defined and efficient.

22. Generally, teachers in our school do not take advantage of one another.
23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.
24. Teaching enables me to make my greatest contribution to society.
25. The curriculum in our school is in need of major revisions.
26. I love to teach.
27. If I could plan my career again, I would choose teaching.
28. Experienced faculty members accept new and younger members as colleagues.
29. I would recommend teaching as an occupation to students of high scholastic ability.
30. If I could earn as much money in another occupation, I would stop teaching.
31. The school schedule places my classes at a disadvantage.
32. The school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc.
33. My principal makes my work easier and more pleasant.
34. Keeping up professionally is too much of a burden.
35. Our community makes its teachers feel as though they are a real part of the community.
36. Salary policies are administered with fairness and justice.
37. Teaching affords me the security I want in a position.
38. My school principal understands and recognizes good teaching procedures.
39. Teachers clearly understand the salaries governing salary increases.
40. My classes are used as “dumping grounds” for problem students.
41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained.
42. My teaching load in this school is unreasonable.
43. My principal shows a real interest in my department.
44. Our principal promotes a sense of belonging among the teachers in our school.
45. My heavy teaching load unduly restricts my nonprofessional activities.
46. I find my contacts with students, for the most part, highly satisfying and rewarding.
47. I feel that I am an important part of this school system.
48. The competency of teachers in our school compares favorably with that of teachers in other schools that I know.
49. My school provides the teachers with adequate audio-visual aids and projection equipment.
50. I feel successful and competent in my present teaching position.

51. I enjoy working with student organizations, clubs, and societies.
52. Our teaching staff is congenial to work with.
53. My teaching associates are well prepared for their jobs.
54. Our school faculty has a tendency to form into cliques.
55. The teachers in our school work well together.
56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am.
57. Our school provides adequate clerical services for the teachers.
58. As far as I know, the other teachers think that I am a good teacher.
59. Library facilities and resources are adequate for the grade or subject area which I teach.
60. The “stress and strain” resulting from teaching makes teaching undesirable for me.
61. My principal is concerned with the problems of the faculty and handles those problems sympathetically.
62. I do not hesitate to discuss any school problem with my principal.
63. Teaching gives me the prestige I desire.
64. My teaching job enables me to provide a satisfactory standard of living for my family.
65. The salary schedule in our school adequately recognizes teacher competency.
66. Most of the people in this community understand and appreciate good education.
67. In my judgment, this community is a good place to raise a family.
68. This community respects its teachers and treats them like professional persons.
69. My principal acts as though he/she is interested in me and my problems.
70. My school principal supervises rather than “snoopervises” the teachers in our school.
71. It is difficult for teachers to gain acceptance by the people in this community.
72. Teachers’ meetings as now conducted by our principal waste the time and energy of the staff.
73. My principal has a reasonable understanding of the problems connected with my teaching assignment.
74. I feel that my work is judged fairly by my principal.
75. Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar.
76. Most of the actions of students irritate me.
77. The cooperativeness of teachers in our school helps make my work more enjoyable.
78. My students regard me with respect and seem to have confidence in my professional ability.
79. The purposes and objectives of the school cannot be achieved by the present curriculum.

80. The teachers in our school have a desirable influence on the values and attitudes of their students.
81. This community expects its teachers to meet unreasonable personal standards.
82. My students appreciate the help I give them with their school work.
83. To me there is no more challenging work than teaching.
84. Other teachers in our school are appreciative of my work.
85. As a teacher in this community, my nonprofessional activities outside of school are unduly restricted.
86. As a teacher, I think I am as competent as most other teachers.
87. The teachers with whom I work have high professional ethics.
88. Our school curriculum does a good job preparing students to become enlightened and competent citizens.
89. I really enjoy working with my students.
90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments.
91. Teachers in our community feel free to discuss controversial issues in their classes.
92. My principal tries to make me feel comfortable when he/she visits my classes.
93. My principal makes effective use of the individual teacher's capacity and talent.
94. The people in this community, generally, have a sincere and wholehearted interest in the school system.
95. Teachers feel free to go to the principal about problems of personal and group welfare.
96. This community supports ethical procedures regarding the appointment and reappointment of the teaching staff.
97. This community is willing to support a good program of education.
98. Our community expects the teachers to participate in too many social activities.
99. Community pressures prevent me from doing my best as a teacher.
100. I am well satisfied with my present teaching position.

Appendix B

Interview Instrument

1. How would you describe teacher morale at your school?
 - a. Has your level of morale changed this school year?
 - b. Has your level of morale changed since you have been at this school?
 - c. What do you think has caused the change(s)?
2. What do you think positively affects teacher morale at your school?
 - a. Do you think other teachers feel the same (or) different?
 - b. What makes you think the teachers feel the same (or) different?
 - c. Do you have any specific experiences to describe how your morale was positively affected at your school?
3. What do you think negatively affects teacher morale at your school?
 - a. Do you think other teachers feel the same (or) different?
 - b. What makes you think the teachers feel the same (or) different?
 - c. Do you have any specific experiences to describe how your moral was negatively affected at your school?
4. What characteristics do you believe school leaders should possess to improve teacher morale?
 - a. Does your principal possess all of the characteristics you described?
 - b. If not, which characteristics do you wish he or she possessed?
 - c. How has your principal affected, either positively or negatively, your morale?
5. Has teacher morale changed during your career? If so, why?

Appendix C



COLLEGE OF EDUCATION
Office of the Dean

October 7, 2008

Mr. Jason Robinson
127 Hillview Drive NW
Cleveland, TN 37312

Dear Mr. Robinson:

In response to your recent inquiry regarding the Purdue Teacher Opinionaire, this is to inform you that the instrument was developed in the sixties and the copyright has now expired. You no longer need our permission to use this instrument, therefore; feel free to use it for your data collection.

Best wishes for much success.

Sincerely,

A handwritten signature in blue ink that reads "Carla Reeves".

Carla Reeves
Assistant to the Dean

College of Education

Beering Hall of Liberal Arts and Education, Room 6114 ■ 100 N. University Street ■ West Lafayette, IN 47907-2098
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Appendix D



Institutional Review Board
Dept. 4905
615 McCallie Avenue
Chattanooga, TN 37403-2598
Phone: (423) 425-4443

MEMORANDUM

TO: Jason Robinson
Dr. Valerie Rutledge
IRB # 09-109

FROM: Lindsay Pardue, Director of Research Integrity
M. D. Roblyer, IRB Committee Chair

DATE: August 17, 2009

SUBJECT: IRB # 09-109: The Leadership Effect: Teacher Morale within Selected Schools in One Southeast Tennessee System

The Institutional Review Board has reviewed and approved your application and assigned you the IRB number listed above. You must include the following approval statement on research materials seen by participants and used in research reports:

The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004149) has approved this research project # 09-109.

Please remember that you must complete Form C when the project is completed or provide an annual report if the project takes over one year to complete. The IRB Committee will make every effort to remind you prior to your anniversary date; however, it is your responsibility to ensure that this additional step is satisfied.

Please remember to contact the IRB Committee immediately and submit a new project proposal for review if significant changes occur in your research design or in any instruments used in conducting the study. You should also contact the IRB Committee immediately if you encounter any adverse effects during your project that pose a risk to your subjects.

For any additional information, please consult our web page <http://www.utc.edu/irb> or email instrb@utc.edu

Best wishes for a successful research project.

Appendix E

Bradley County Schools

Johnny McDaniel
Director of
Schools

November 24, 2008

To Whom It May Concern:

I recently met with Jason Robinson to discuss research associated with his dissertation. Jason would like to study the influence of leadership on teacher morale and job satisfaction in Bradley County. After discussing the way in which the research will be conducted, I have granted permission for this study.

I believe the information derived from the study would be beneficial to our leadership team in particular. I feel that teacher morale and job satisfaction play a role in the effectiveness of a teacher in the classroom, and we are always looking for ways to improve.

If I can be of further assistance, please contact me.

With regards,



Johnny McDaniel
Director of Schools

sjh



800 South Lee Hwy.
Cleveland, TN 37311
(423) 476-0620
Fax (423) 476-0485

Appendix F

July 20, 2009

Dear Teacher(s):

My name is Jason Robinson and I am a doctoral student at The University of Tennessee at Chattanooga. I am presently working on my dissertation entitled, *The Leadership Effect: Teacher Morale within Selected Schools in One Southeast Tennessee System*. I am requesting your participation in this study.

The purpose of the study is to examine teacher morale levels and the effect that leadership has on the morale of elementary and middle school teachers. You understand that your participation in the study is completely voluntary. If you choose to participate, you will complete the attached survey during today's meeting. The questionnaire is anonymous so please do not place your name on the document. The results of the survey may be published. However, at no time will the names of schools, administrators, or teachers be given.

If you have questions about the study, please contact me at (423) 476-0630 or Dr. Valerie Rutledge, Dissertation Chairperson, at (423) 425-5374.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Committee, Institutional Review Board at 423-425-5567. Additional contact information is available at www.utc.edu/irb.

This research has been approved by the University Institutional Review Board.

Return of the questionnaire will be considered your consent to participate.

Professional Regards,

Jason Robinson

Appendix G

INFORMED CONSENT

July 20, 2009

Dear Teacher(s):

My name is Jason Robinson and I am a doctoral student at The University of Tennessee at Chattanooga. I am presently working on my dissertation entitled, *The Leadership Effect: Teacher Morale within Selected Schools in One Southeast Tennessee System*. I am requesting your participation in this study.

The purpose of the study is to examine teacher morale levels and the effect that leadership has on the morale of elementary and middle school teachers. You understand that your participation in the study is completely voluntary. If you choose to participate, you will be asked questions relating to teacher morale, leadership attributes, and the teaching profession in general. Interviews will be digitally recorded and transcribed. However, the identity of all participants will be kept confidential. All data gathered will be coded. At no time will the names of schools, administrators, or teachers be given. All documentation will be kept in a safety deposit box. Once data has been analyzed and the study is complete, tapes and written documents will be destroyed.

As a willing participant in the study, you understand that statements you make may appear in a published dissertation or research journal. At no time, however, will your name be used.

If you are interested in participating in the interview process, you may contact me at (423) 476-0630 or Jason-Robinson@utc.edu

If you have questions about the study, please contact Dr. Valerie Rutledge, Dissertation Chairperson, at (423) 425-5374 or Valerie-Rutledge@utc.edu

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Committee, Institutional Review Board at 423-425-5567. Additional contact information is available at www.utc.edu/irb.

Professional Regards,

Jason Robinson

I have read and understand the procedure provided to me. I voluntarily agree to participate in the study and I have been given a copy of the consent form.

Participant's Signature: _____ Date: _____

Printed Name: _____ Principal Researcher: _____

Appendix H

The Leadership Effect: Teacher Morale within Selected Schools in One Southeast Tennessee System

Interviewer's Pledge of confidentiality

As the interviewer of this study, I understand that I will be conducting confidential interviews. The information has been revealed by research participants who participated in this project on good faith that their interviews would remain strictly confidential. I understand that I have a responsibility to honor this confidentiality agreement. I hereby agree not to share any information given in the interviews with anyone except the primary researcher of this project. Any violation of this agreement would constitute a serious breach of ethical standards, and I pledge not to do so.

Interviewer _____ Date _____

Appendix I

The Leadership Effect: Teacher Morale within Selected Schools in One Southeast Tennessee System

Transcriber's Pledge of confidentiality

As the transcribing typist of this study, I understand that I will be hearing tapes of confidential interviews. The information on these tapes has been revealed by research participants who participated in this project on good faith that their interviews would remain strictly confidential. I understand that I have a responsibility to honor this confidentiality agreement. I hereby agree not to share any information of these tapes with anyone except the primary researcher of this project. Any violation of this agreement would constitute a serious breach of ethical standards, and I pledge not to do so.

Transcribing Typist _____ Date _____

VITA

Jason Robinson lives in Cleveland, Tennessee with his wife and two children. He began his teaching career in 1997 after graduating from Lee University with a Bachelor of Science Degree in Human Development with teacher certification. In 2000, he received a Master's Degree in Educational Administration and Supervision from Lincoln Memorial University. In 2010, Robinson received a Doctoral Degree from The University of Tennessee at Chattanooga.

Robinson's teaching experience is far reaching. He has taught upper elementary grade levels, middle school, and university courses in teacher preparation. Jason Robinson is well-known in the community for conducting family science nights and professional development activities for teachers. In addition, along with his wife, Mr. Robinson directs science camps throughout the year, both in the United States and abroad. He has had the opportunity to teach internationally in the countries of Argentina, Ecuador, Indonesia, South Africa, and South Korea. Jason and his family are also actively involved in missions work around the world.

Mr. Robinson is a local, state, and national award-winning educator, having appeared in a national advertising campaign that was featured in National Geographic, Better Homes and Gardens, Parenting, and Congressional Quarterly. He was also selected as the Bradley County Teacher of the Year, Tennessee Science Teacher of the Year, and was even recognized as one of twelve teachers nationwide for excellence in education. He has served as a NASA/JPL Solar System Ambassador and a Master Teacher for the Gravity Recovery and Climate Experimentation Mission. Additionally, he has also served on many advisory panels at the local and state level that focused on effective teaching practices, standardized assessments, and teacher education.